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ABSTRACT

A manual for the 1996 Louisiana Summer Reading Program is presented in five sections with an Olympic and sports-related theme and illustrations. An evaluation form, a 1996 monthly calendar, and clip art images are provided. The first section covers promotion and publicity, and contains facts about the Olympics, promotion ideas, and sample news releases. The next section contains program suggestions and recipes. Suggestions for decorating the library, including clip art designs, bookmarks, doorknob and bulletin board decorations, and resources for additional clip art designs are provided in the third section. The fourth section contains storytime planners divided into the following age categories: toddlers, preschool-kindergarten, first-third grades, fourth-fifth grades, and sixth grade. The fifth section comprises the majority of the document and provides activities; coloring pages and handouts; costumes; crafts; fingerplays; flannel boards; games, riddles, and puzzles; poems; puppets and puppet plays; songs; and stories. (Contains 463 references.) (SWC)

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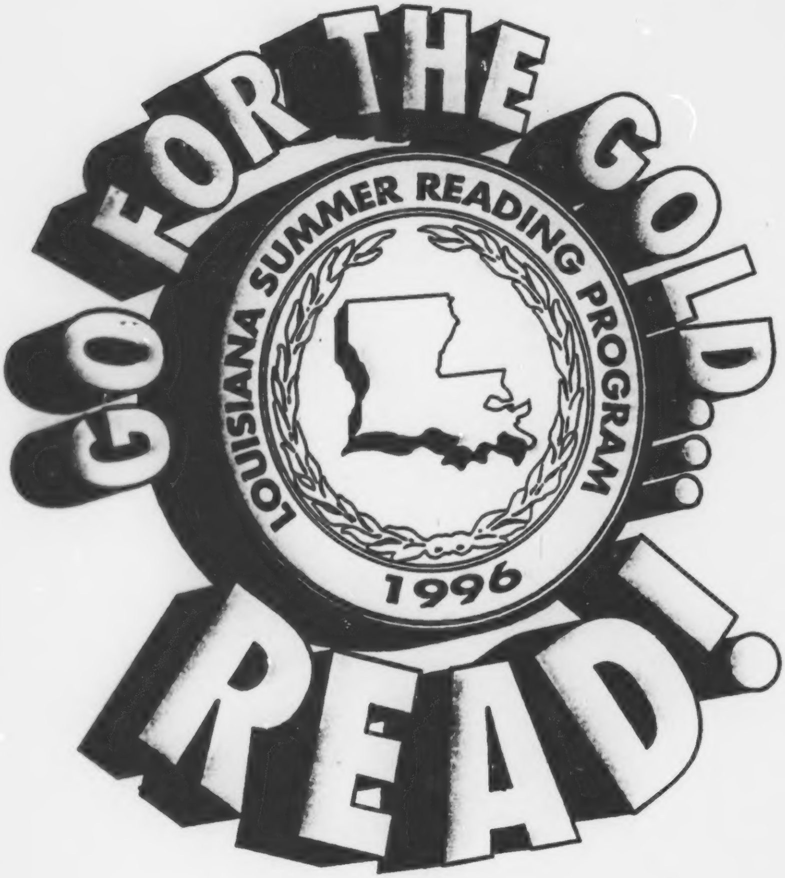
GO FOR THE GOLD...
LOUISIANA SUMMER READING PROGRAM
1996
READ!

Dorothy J. White, Editor

Thomas F. Jaques
State Librarian

Library Development Division
State Library of Louisiana
P.O. Box 131
Baton Rouge, LA 70821-0131
(504) 342-4931

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ACKNOWLEDGMENTS

This year marks the thirteenth anniversary of the Louisiana Summer Reading Program. In these years, it has developed into one of the country's best Summer Reading Programs. The Program has been a success from its beginning: the number of children participating and the number of libraries participating has increased significantly since 1984. It won the prestigious John Cotton Dana award in 1984 and again in 1988. The quality of the artwork and the incentives remains outstanding.

The 1996 Summer Reading Program Committee has worked hard and contributed much of their time and skill to planning this year's manual. Their vision and creativity is appreciated by everyone. Thanks to this year's committee for making it possible to say once again, "Every year the Summer Reading Program gets better."

Dorothy J. White
State Library of Louisiana

1996 Summer Reading Program Committee

Emily Jackson, Chair
East Baton Rouge Parish Library

Jeanie Basinger
Bienville Parish Library

Peggy Berlin
Pinecrest Developmental Center

Kytara Gaudin
Ascension Parish Library

Kathleen Kilgen
Lafourche Parish Library

Betty Martin
Franklin Parish Library

Karen Plauche
Tangipahoa Parish Library

Pat Sledge
Tangipahoa Parish Library

Louisiana Summer Reading Program Themes

1984*	Reading and All That Jazz
1985	Find Your Own Adventure—Read!
1986	Reading Is Magic
1987	Castle Quest
1988*	Summer Safari
1989	The Circus Comes to Town
1990	Louisiana Libraries: Festivals of Reading
1991	Summer Treasure: Find It At Your Library
1992	Grins and Giggles at the Library
1993	All Aboard for Summer Fun! Departing 1993
1994	A Star-Spangled Summer: Read, White and Blue
1995	Reading Roundup—Rope a Good Book
1996	Go for the Gold . . . Read!
1997	The Great Book Feast

* John Cotton Dana Public Relations Award

Workshops

The 1996 Louisiana Summer Reading Program Workshops feature Barbara Brand, Juvenile Services Coordinator at St. Tammany Parish Library, and Louanne Capdeboscq, Children's Librarian at the Slidell Branch of the St. Tammany Parish Library. Barbara and Louanne have many years experience in public libraries serving children., and they have coordinated and conducted a variety of workshops and outreach programs on children's services.

The workshops this year focus on developing the storyplanners in the manual and presenting theme related programs, as well as decorating the library.

Bulletin Board Designs and Decorating Ideas

The Summer Reading Program Committee once again wishes to thank Chris Menard and the staff of the Lafayette Public Library for their contributions to this year's manual. Their artistic talents are greatly appreciated.

Additional Acknowledgments

Many thanks to Margaret MacDonald, East Baton Rouge Parish Library, for her contributions to the manual, and to Ann Davis and Janet Perez, St. Bernard Parish Library, for their contributions and help on the manual and the workshops. Grateful acknowledgment is made to everyone around the state who contrituted items and ideas for the 1996 Summer Reading Program Manual.

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Jill Crochet, 1996 Summer Reading Program Artist

Jill Crochet was raised in Baton Rouge, Louisiana, and attended Broadmoor Elementary, Jr. and Sr. High Schools. she was a member of the Marching Band and The Fine Arts Club, and graduated in 1977. She attended Commercial College of Baton Rouge and graduated in Commercial Art.

Ms. Crochet traveled extensively throughout Europe and lived in Algeria and California. In 1986, Ms. Croshet settled in Dallas, Texas and began working for Frito-Lay, Inc.—the world's largest snack food company. As a graphic designer for Frito-Lay she creates all of her work using a Macintosh computer.

She has two children, Emily and Eric, whose likeness are illustrated in the 1996 Summer Reading Program art.

Ms. Crochet enjoys spending time with her children, listening to all types of music, especially country music, and doing graphic design on her home computer.

1996 LOUISIANA SUMMER READING PROGRAM
EVALUATION FOR PARISH OR SYSTEM

Thank you for completing this form. Please compile the information for all branches and send in on one form. If you have any questions, call Dorothy White at (504) 342-4931. Please return no later than *September 1, 1996* to:

Dorothy White
Summer Reading Program
Library Development Division
State Library of Louisiana
P.O. Box 131
Baton Rouge, LA 70821-0131

Name of Library: ______________________________

Name and title of person coordinating program systemwide:

____

I. GENERAL

Number of weeks program lasted: ______________________________

Inclusive dates of program: ______________________________

Budget for program (include supplies and materials as well as performers in the money spent):

____

Age range of children participating: ______________________________

Please describe or attach a copy of your requirements for a child to earn a certificate.

II. STATISTICS

Number of children registered: ______________________________

Number of children earning a certificate: ______________________________

Number of children's books circulated
during the months of the summer reading program: ______________________________

Number of programs:

________	story hours	________	performing artists
________	library programs	________	other

Total number of children attending these events: ______________________________

III. PUBLICITY

Check each of the following ideas used:

________ School visits
________ Television
________ Radio
________ News releases
________ Church bulletins
________ Bookmarks
________ Posters & flyers
________ Displays & exhibits
________ Club/civic visits
________ Other (please specify)

Did the manual give you enough publicity suggestions and help? Yes No

IV. PROGRAM

How do you rate this year's summer reading program?

________ Very successful
________ Successful
________ Less than successful

Describe your kickoff program:

Please list special programming events and the performing artists, workshop presenters, or other presenters scheduled during the summer. (Continue on back or attach separate sheet as needed.)

Briefly describe your most successful event.

Describe your closing program.

Did the manual give you enough programming ideas? Yes No

Did you use 16mm films in your programming this summer? Yes No

Is the State Library's collection of 16mm films

________ Excellent
________ Adequate
________ Inadequate

Other comments:

IV. PRE-READERS

Can pre-readers earn a certificate? Did you have special programs for them? If so, describe.

V. YOUNG ADULTS

Did you have special programming for young adults? If so, describe.

VI. INCENTIVES

Describe your use of incentives (What? When? How are incentives earned?)

VII. MANUAL

Which sections of the manual were most useful?

What additions/improvements/deletions would you like to see in future manuals?

Please suggest themes for future years. Include ideas for storytime planners and activities.

VIII. ADDITIONAL COMMENTS

What did you do this year that was particularily successful? What did you use that you had not used previously (programs, methods, publicity, and so on)?

January

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 New Year's Day	*2*	*3*	*4*	*5*	*6*
7	*8*	*9*	*10*	*11*	*12*	*13*
14	*15* Martin Luther King, Jr.	*16*	*17*	*18*	*19*	*20*
21	*22*	*23*	*24*	*25*	*26*	*27*
28	*29*	*30*	*31*			

December

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

February

January

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	*2* Groundhog Day	*3*
4	*5*	*6*	*7*	*8*	*9*	*10*
11	*12* Lincoln's Birthday	*13*	*14* Valentine's Day	*15*	*16*	*17*
18	*19* President's Day	*20* Mardi Gras	*21* Ash Wednesday	*22* Washington's Birthday	*23*	*24*
25	*26*	*27*	*28*	*29*		

March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	*2*
3	*4*	*5*	*6*	*7*	*8*	*9*
10	*11*	*12*	*13*	*14*	*15*	*16*
17 St. Patrick's	*18*	*19*	*20* Spring begins	*21*	*22*	*23*
24	*25*	*26*	*27*	*28*	*29*	*30*
31 Palm Sunday						

February

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

April

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 April Fools Day	2	3	4 Passover	5 Good Friday	6
7 Daylight Savings--set ahead 1 hour Easter	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

March

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May

April

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	*2*	*3*	*4*
5 Cinco de Mayo	*6*	*7*	*8*	*9*	*10*	*11*
12 Mother's Day	*13*	*14*	*15*	*16* Ascension Day	*17*	*18* Armed Forces Day
19	*20*	*21*	*22*	*23*	*24*	*25*
26 Pentecost	*27* Memorial Day (Observed)	*28*	*29*	*30*	*31*	

June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	*3*	*4*	*5*	*6* **Corpus Christi**	*7*	*8*
9	*10*	*11*	*12*	*13*	*14* **Flag Day**	*15*
16 **Father's Day**	*17*	*18*	*19*	*20* **Summer begins**	*21*	*22*
23	*24*	*25*	*26*	*27*	*28*	*29*
30						

May

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

July

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	*2*	*3*	*4* **Independence Day**	*5*	*6*
7	*8*	*9*	*10*	*11*	*12*	*13*
14	*15*	*16*	*17*	*18*	*19*	*20*
21	*22*	*23*	*24*	*25*	*26*	*27*
28	*29*	*30*	*31*			

June

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

August

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

July

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labor Day	3	4	5	6	7
8	9	10	11	12	13	14 Rosh Hashanah
15	16	17	18	19	20	21
22 Autumn begins	23 Yom Kippur	24	25	26	27	28
29	30					

August

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October

September						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 Columbus Day (Observed)	15	16	17	18	19
20	21	22	23	24	25	26
27 Daylight Savings–set back 1 hour	28	29	30	31 Halloween		

November						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November

October

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	*2*
3	*4*	*5* Election Day	*6*	*7*	*8*	*9*
10	*11* Veterans Day	*12*	*13*	*14*	*15*	*16*
17	*18*	*19*	*20*	*21*	*22*	*23*
24	*25*	*26*	*27*	*28* Thanksgiving	*29*	*30*

December

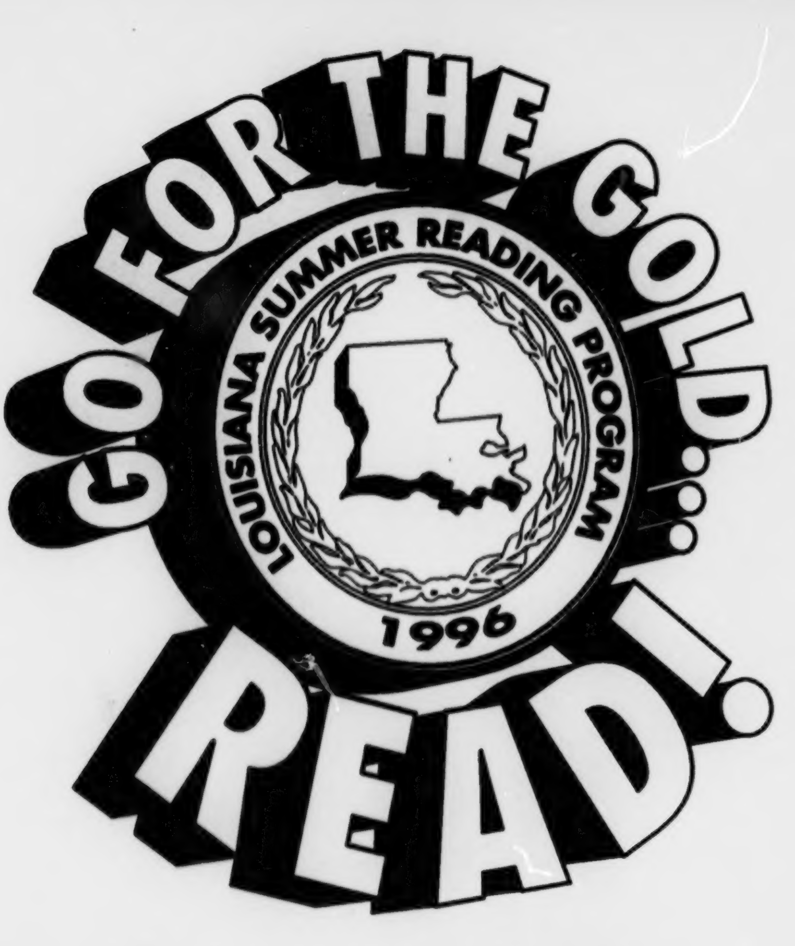
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	*2*	*3*	*4*	*5*	*6* **Hanukkah**	*7*
8	*9*	*10*	*11*	*12*	*13*	*14*
15	*16*	*17*	*18*	*19*	*20*	*21* **Winter begins**
22	*23*	*24*	*25* **Christmas**	*26*	*27*	*28*
29	*30*	*31* **New Year's Eve**				

November

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



GO FOR THE GOLD... READ!
LOUISIANA SUMMER READING PROGRAM
1996

At Your Library

A B C D E F G H I J

K L M N O P Q R S

T U V W X Y Z ! ? &

1 2 3 4 5 6 7 8 9 0

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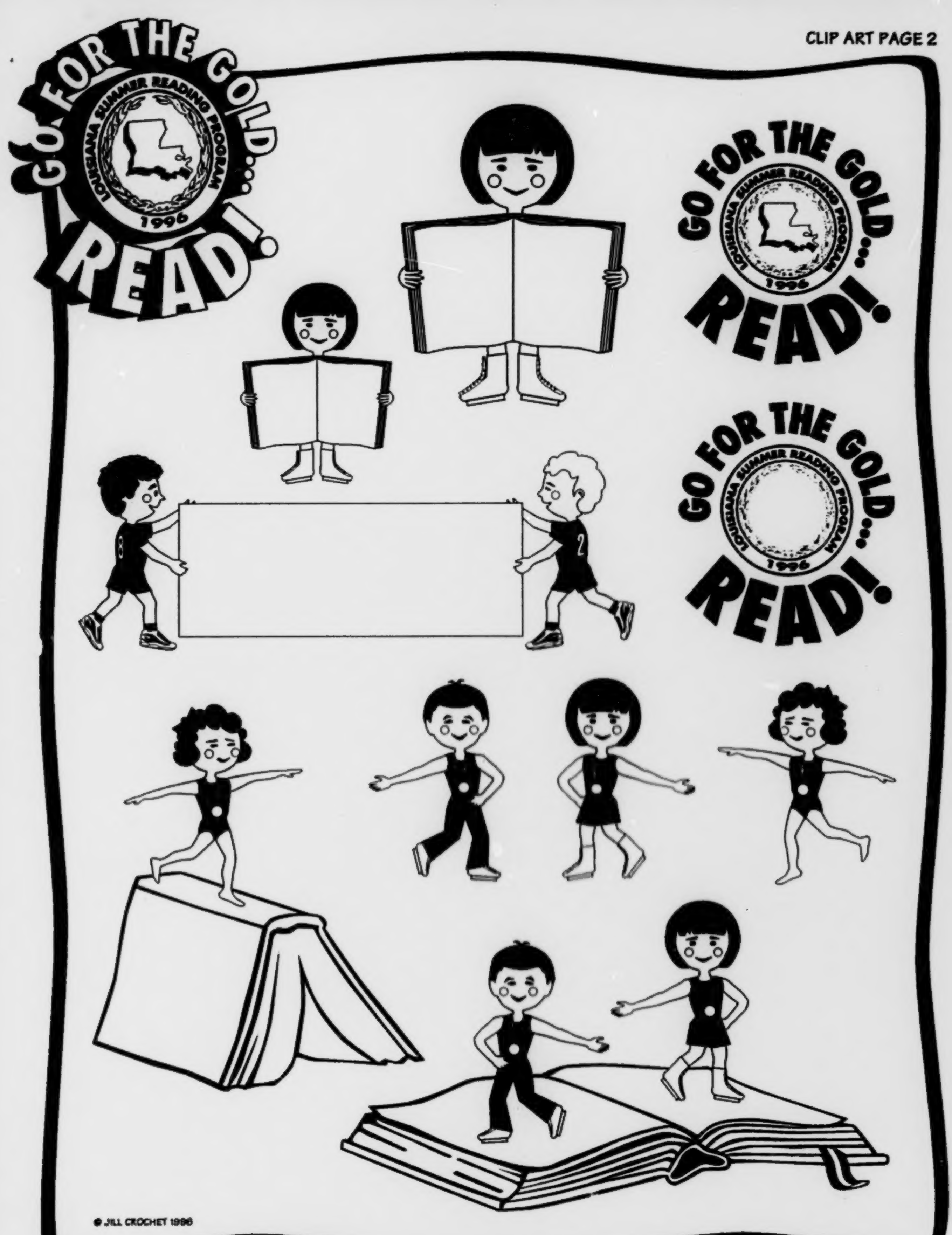
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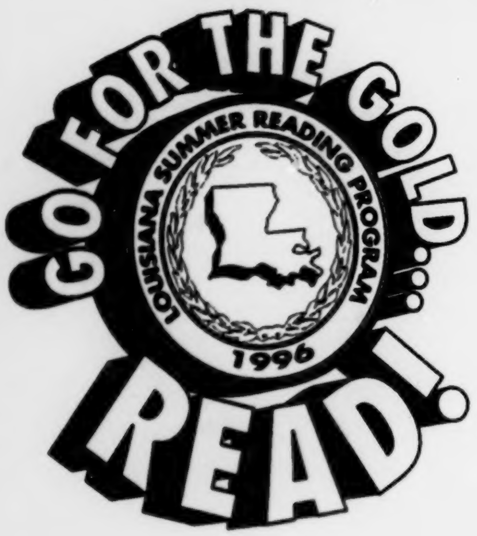
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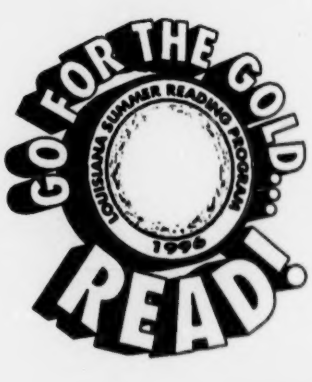
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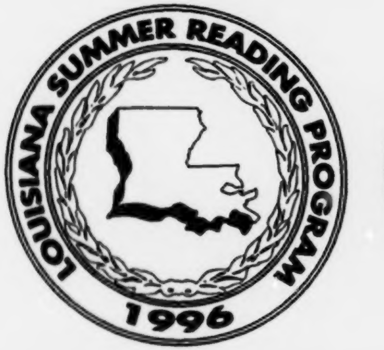
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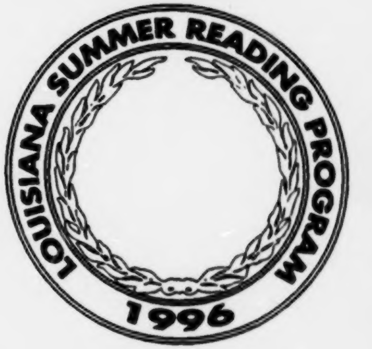
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at your library

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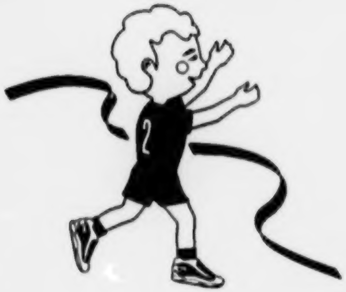

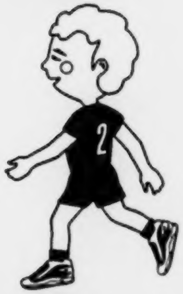

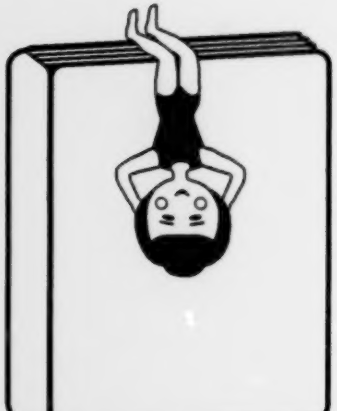

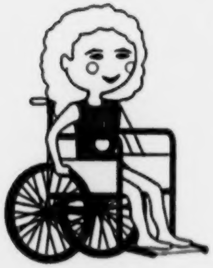

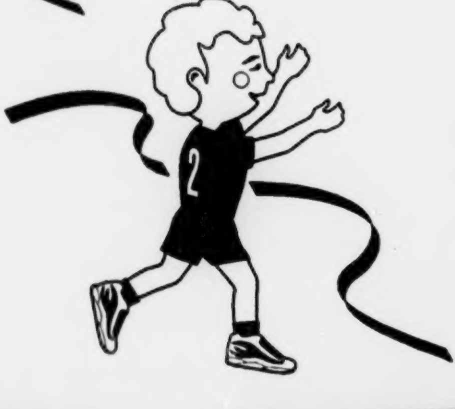

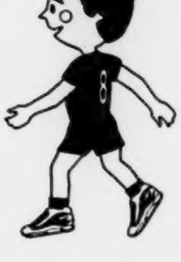

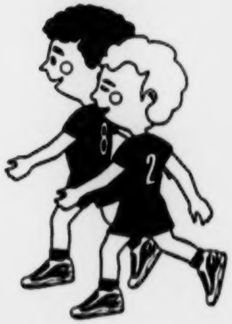

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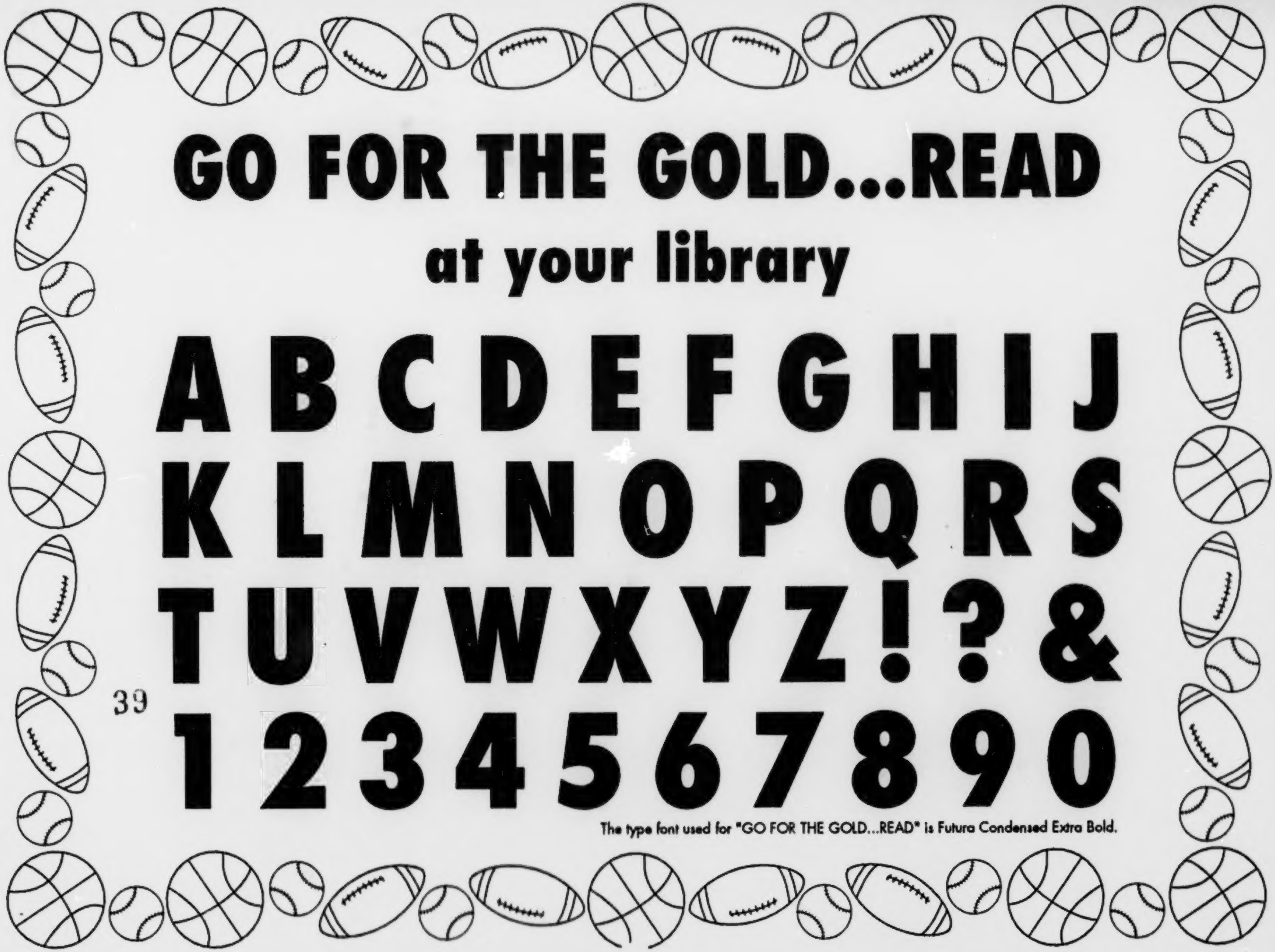


GO FOR THE GOLD...READ

at your library

A B C D E F G H I J

K L M N O P Q R S

T U V W X Y Z ! ? &

1 2 3 4 5 6 7 8 9 0

The type font used for "GO FOR THE GOLD...READ" is Futura Condensed Extra Bold.

© JILL CROCHI

PROMOTION AND PUBLICITY

- **Olympic Facts:** The XXVI Olympiad will be held in Atlanta, Georgia, from July 19-August 4, 1996. This year will mark the 100th anniversary of the modern Olympic Games. The ancient Olympic Games are thought to have started in Greece in 776 BC with the only event the 200-yard dash. The Games were abolished in AD 394 by Roman Emperor Theodosius. The modern international Olympics began in the summer of 1896 and were held in Athens, Greece. The Winter Games were added in 1924. The Games are held every four years. Since 1992 there is a two-year interval between the summer and winter Games.

  The purposes of the Olympic Games are to foster peace and fellowship among countries and to promote the ideal of a sound mind and body.

  For more information on the Atlanta Games, contact the Atlanta Committee for the Olympic Games, 250 Williams. St., Ste 6000, Atlanta, Georgia 30303, Phone: (404/224-1996.

  The Olympic games also have a world wide web site, which includes a wide coverage of the events and what is available. the address is <http://www.atlanta.olympic.org>.

- Other celebrations from *Chase's 1996 Calendar of Events* which could be tied into displays and programs are:

  June 3: Mighty Casey Has Struck Out Anniversary—The ballad "Casey at the Bat" was printed on this day in 1888.

  June 5: First Hot-Air Balloon Flight (1783)

  June 12: National Baseball Hall of Fame Anniversary (1939)

  June 16: The first Ladies' Day baseball game held by the New York Giants in 1883.

  June 19: America's favorite lasagna-loving cat, Garfield, is 18 today.

  June 19: World Sauntering Day (to revive the lost art of Victorian sauntering and discourage jogging, lollygagging, sashaying, fast walking and trotting).

  June 20: National Juggling Day

  July 13-18: National Scrabble Championship

  Also, the birthdays of many famous sports figures are listed for each day in *Chase's Calendar.*

- Make sports joke cards to hand out, with the question on one side and the answer on the other. A selection of questions and answers is listed under "Jokes" in the Games, Riddles

& Puzzles section of this manual. A good book of sports jokes is by J.B. Stamper, *101 Super Sports Jokes*.

- If you register the children by ages or if you have a game day, some suggestions for names for these groups are:

champions
winners
joggers
sprinters
runners
high jumpers
umpires
referees
officials
medalists
coaches

Use national teams' names, for example,
  Vikings
  Dodgers
  Cowboys
or use names of Louisiana teams:
  Saints
  Tigers
  Jaguars
  Demons
  Bulldogs
  Lions, and so on.

- Terms and slogans to use in your publicity:

Athletics
Hurrah
Medalist
Sportsmanship
"Nice Play"
Spectators
Torchbearer
"Go get 'em"
Gold Medal
Game Plan
Join the Readathon
Exercise Your Mind . . . Read
Hit a Home Run—Read!
Are You Game for Books?

Ready, Set, Read
It's a Hit (or Winner)
Sports Splash
Score with a Good Book
Be a Sport—Read
Sportacular Summer
Reading is the Name of the Game
Workout With Books
Race to Read
Dive Into a Good Book
Time Out for Books
Readers are Champions
Slam Dunks, Hat Tricks, and Home Runs
Catch a Good Book

- Remember to send sponsors a thank you note. Another way of publicly thanking sponsors is to make up an 8½" x 11" sign listing all the sponsors of the Summer Reading Program. Display in the library and make copies to distribute to each sponsor. The text could read "The ________________ Parish Library thanks the following merchants for donating coupons for the Go for the Gold . . . Read! 1996 Summer Reading Program", then list the sponsors. Use the clip art to decorate. (from Vermilion Parish Library)

- Make a sports bibliography of books your library owns. Suggested text for top of list: "Jog over to the library for some champion books. If you have trouble finding any of the books on this list, ask the librarian for help."

To find titles to include, see an annotated bibliography *The Reading Teacher* ("Games People Play", vol. 47, no. 8, May 1994, pp. 648-657). It is divided into topics such as let's have a party, singing and dancing, sports and sports heroes, and so on.

- Skits are a great way to promote the summer reading program. An easy skit to use is the short skit "Station W-Library" from *Dog Days & Winter Ways: Skits to Promote Reading All Year Long* by Anne Lemay. This skit is set in a press booth in the Olympic Arena. No background scenery is necessary, and only a few props are used. It requires two players, "Bear" and "Hare", and the costumes are made from sweatsuits. (State Library call number: 792.022/Lem)
- The following skit was adapted from the 1995 Wisconsin Summer Reading Program Manual, *Sportacular Summer.*

Fancy Footwork

Directions. Fill a gym bag or sports duffel bag with the following assorted props: bicycle pump, bike helmet, bike reflector, swim fins, goggles, nose plugs, jump rope, badminton birdie, hacky sack, baseball glove, sweat socks, Ping-Pong™ ball, books, envelope with letter inside, promotional flyers. Provide a table for setting out the props as the skit progresses.

The Coach should dress in a sweatshirt and running shoes and have a whistle and/or a stopwatch on a lanyard. The Coach's demeanor should be "no-nonsense" coupled with a certain amount of bewilderment!

To guarantee a fast pace, discuss the skit ahead of time with several people, so they know what kinds of responses will be needed at various points. Adapt the props, script, and text of the letter to match your library's plans.

Script

Coach Hello there, people! I'm Coach __________ and I've just been asked to come here today to tell you about the summer library program at the ________________ Public Library. They gave me this bag, but no one actually told me what to do with it. I'm a little embarrassed about this; I usually know what's what before anyone else. I usually come up with the game plan you know. Well, since all they gave me is the bag, maybe there's some kind of clue inside. should I look?

Kids Open the bag!
(with prompting)

Coach Hmm. Well, yes, I could open it up. That would be the decisive thing to do. Okay. Let's see what's inside. *(Pulls out bicycle pump and bike helmet and a reflector.)* Hmm. What do you think this means?

Kids *(Will probably make several guesses; coach will ad lib as appropriate.)*

Coach Well, biking is a pretty healthy thing to do, but what it has to do with me *or* the library just isn't clear. I'm just going to have to look in this bag again. *(Pulls out swim fins, goggles, and nose plugs.)*

Okay, I get it. Those librarians want you all to bike to the pool this summer instead of biking to the library. No, that can't be right. Let's look in here again. *(Pulls out jump rope, badminton birdie, and hacky sack.)*

Hey! What's this? Is someone trying to put something over on me? What's this stuff got to do with a library program anyway?

Kids *(Will probably make several guesses; Coach will ad lib as appropriate.)*

Coach I'm getting confused, and I don't like getting confused. *(Pulls out baseball glove, sweat socks, and Ping-Pong ball.)*

Is this some kind of joke? Are you people in on it? Are you in league with the librarians on this? We've got bike stuff and swim stuff and a gosh darn bird . . . and a rope . . . and a glove . . . and a pretty smelly sock . . . and I don't know what all. What's it all got to do with the library program?

Kids *(Will probably make several guesses; Coach will ad lib as appropriate.)*

Coach OK. I'm going to get to the bottom of this confusion and to the bottom of this bag. *(Pulls out books; one has envelope sticking out of it.)*

Well, books . . . that's better. That really says "library" to me. Hmm, there are some pretty well-known sports figures here—Jackie Robinson, Mary Lou Retton—and there are rule books, and here's a brand new book I've been wanting to read myself. Hey, there's a letter in here too and it's addressed to me. *(Pulls out envelope with COACH in large letters and reads the following message.)*

Dear Coach,

I hope you opened this envelope first because it explains why I put all the stuff in the bag. The 1996 Louisiana Summer Reading Program is called Go for the Gold . . . Read!, so all these items are just a way to tell the kids there will be lots of sports-related stuff going on at the ____________________ Public Library this summer. We'll have activities like speakers and story hours, contests, games, and crafts. There will be simply super sportacular opportunities for kids of all ages and for their whole families, too.

Thanks for your help in telling the kids to come, Coach.

Signed, The Librarian

P.S. I'm enclosing Go for the Gold flyers for the kids to take home to their parents.

Coach Hey, people. This looks good. This sounds like fun. You be sure to let your folks know all about it. Then your whole family can get in on the Go for the Gold action. Don't strike out. Be a winner with books. *(Distributes flyers.)*

Sample News Release

NEWS RELEASE

DATE:

SUBJECT:

RELEASE DATE:

FOR FURTHER INFORMATION, CONTACT:

Name of Librarian
Library
Address
Telephone Number

Grab your running shoes and jog over to the ______________ Parish Library to join the summer reading program and Go for the Gold!

The 1996 statewide summer reading program, now in its 13th year, begins on <date> and continues through <date>. It is designed to foster a child's enjoyment of books, reading, and library use through child oriented library programs and activities.

The programs, activities and decorations center around a sports theme and will provide lots of fun and excitement for every young library patron.

As each child registers, he or she will receive a Go for the Gold reading log and bookmark. Other rules are: <list your library's rules>.

After the required books are read, each participant will receive a fun sheet and coupon from one of the following merchants: <list coupons and prizes>.

In addition, each participant will receive <list other prizes>.

Summer Reading Program Storyhours are being planned in all branches of the ______________ Parish Library. Call your nearest branch for dates and time.

Sample News Release

NEWS RELEASE

DATE:

SUBJECT:

RELEASE DATE:

FOR FURTHER INFORMATION, CONTACT:

Name of Librarian
Library
Address
Telephone Number

In all corners of the state, in cities large and small, Louisiana's children will soon be invited to Go for the Gold! at their local public library for a fun-filled summer of reading enjoyment.

"Go for the Gold . . . Read!" is this year's theme for the Louisiana Summer Reading Program. Registration will begin on <date> at the ____________ Parish Library. Registration is also being held at the branch libraries, which include ____________________. For more information, call the ____________ Parish Library at ________________.

The Summer Reading Program is designed to encourage young readers and to enhance their reading skills. Participation also assists development of the preschool child's listening skills and helps the school age child maintain reading skills. Reading certificates are awarded to children who reach their goal.

Sample News Release

NEWS RELEASE

DATE:

SUBJECT:

RELEASE DATE:

FOR FURTHER INFORMATION, CONTACT:

Name of Librarian
Library
Address
Telephone Number

The __________________ Parish Library announces that registration for the 1996 Summer Reading Program will begin on <date>. All children ages _______ to _______ are invited to participate in the program which includes storyhours, special group activities, games, and puzzles.

The theme for the 1996 program is "Go for the Gold . . . Read!" and was developed by a statewide committee for use in the public libraries of Louisiana. Sponsored jointly by the _______________ Parish Library and the State Library of Louisiana, the program attracts many children to participate. In 1995, _______ children in _______________ Parish registered for the program.

"The Summer Reading Program is designed to encourage children's enjoyment of books and reading," commented Library Director _________________. "Go for the Gold" will continue through the summer ending on <date>.

Sample News Release

NEWS RELEASE

DATE:

SUBJECT:

RELEASE DATE:

FOR FURTHER INFORMATION, CONTACT:

Name of Librarian
Library
Address
Telephone Number

Children around the state are going to their parish library for a sportacular summer where they will sign up to participate in the Summer Reading Program, which is in its 13th consecutive year. The theme for the 1996 program is "Go for the Gold . . . Read!"

The Summer Reading Program is important in several ways: it emphasizes recreational reading and fosters an enjoyment of books and other library materials; it reminds children that the library is a place of entertainment as well as an educational resource; and it offers a change of pace from school-year patterns and demand, while helping children improve their reading skills over the summer.

Children who have visual impairments and who check out books from the State Library's Blind and Physically Handicapped Section are also encouraged to participate. For further information about this part of the Summer Reading Program, call (800) 543-4702.

The 1996 Summer Reading Program is sponsored jointly by the Parish Libraries and the State Library of Louisiana.

Sample News Release

NEWS RELEASE

DATE:

SUBJECT:

RELEASE DATE:

FOR FURTHER INFORMATION, CONTACT:

Name of Librarian
Library
Address
Telephone Number

This summer, ________ children in _______________ Parish registered for the Summer Reading Program at the library, and checked out _______ books from the children's section. Story hours, group activities, and special performers were presented for the children during the ____-week program.

When the children completed reading their books, they wrote their name on a ____________, which was then put on a specially decorated bulletin board in the Children's Room. The children were awarded prizes throughout the summer for reading, and at the conclusion of the program, they also received a special certificate. Prizes were also given out at the closing party.

Children who completed the requirements for a certificate include: <list>.

Local prize contributors include: <list>.

According to Library Director <name>, children's programming will continue this fall <include plans and dates>.

PROGRAMS

- Hold a **Library Olympics** day for your opening summer reading program ceremonies. Many activities can be included for all ages. For example, a book relay can be adapted for different age groups. Have the children walk a set course with a book on their head (ages 6 and up) or have the children carry a book (for 5 and under). In another book race, line the children up in two teams across the room. The first child in line has a stack of the same number of books. On go, these two team leaders start passing the books, one at a time, down the line to the other end. The first team to finish wins the race.

- Have an **Olympic Parade** around the library (outside or inside)—the children could follow the "Olympic Torch Bearer" who could be carrying a book as well as a torch. Directions for a paper torch are in the "Crafts" section of this manual.

- Sponsor a library "**fun run**" for children and parents. Have parents run with children, with the youngest children being pushed in strollers.

- Invite young children to register for a **Library Pentathlon**. Organize children into teams of four by age. All team members participate in The Relay; one person represents the team in each of the other contests.

  The Javelin Throw. Measure the distance each participant throws a drinking straw.

  The Shot Put. Measure the distance each participant throws a cotton ball.

  The Ten-Foot Dash. Participants must race to wind ten feet of string around a clothespin.

  The 20-Mark Dash. Participants must race to place a straight line of 20 overlapping Go for the Gold bookmarks on the floor between two lines chalked, or marked with masking tape, 15 feet apart.

  The Relay. Team members in turn walk a course with a book balanced on their heads.

- A **Readers' Chair Marathon** can be excellent publicity for the library. Put a special "readers' chair" in a prominent place in the library with a description of the event posted nearby. Publicize the event widely in the newspapers and television. Keep someone in the chair reading aloud for every hour the library is open. Plan for a local celebrity to start the marathon, and schedule others at prime times. Allow drop-in readers, children and adults, to keep the marathon going.

- Have a **donut eating race**. Hang ropes, one per child, so that the end is about at the level of the child's mouth. String a donut on the hanging end and tie a knot so that the donut does not slip off. On the word "go", the children try to eat the donuts without using their hands. The first one to finish is the winner. The prize could be a coupon from your local donut shop for a dozen donuts.

- A **watermelon-seed spitting contest** can be held with teams or individuals. One contestant at a time steps up to the starting line of a 15-foot course and spits three seeds. The first is a practice spit and the next two spits are counted for distance. You will need a volunteer to distribute melon and cups for seeds, and to explain instructions, at least two volunteer judges (and seed-sweepers-up), and one volunteer to record distances.

- In a **paper airplane race**, the children can first make their paper airplanes in any design they choose, but make sure they can identify their airplanes. For younger children, have them stand in a line to launch their planes. For older children, set up a "cross country" course in an open area with a beginning point and a finishing line. On "go", the children launch their planes, then pick them up wherever they land and launch them again, until one person crosses the finish line.

- A **water brigade race** is also fun. Divide the children into two teams and line them up. Fill two large buckets with water and put each bucket at one end of each team. Put two empty buckets that have marks near the top of the bucket at the other end of the lines. Give each child a cup. The object of the race is to fill the empty bucket with water from the full bucket. The first child in line fills his or her cup from the full bucket and then pours it into the cup of the next child in line, and so on, with the last child in line pouring the water into the empty bucket. The first team to fill the empty bucket to the marked line wins.

- Hold a **Teddy Bear Olympics** for the younger children. Have each child bring a teddy bear to participate. A description of one way to do this is on p. 51 of *1-2-3-Games* by Jean Warren.

- Have a **radio station broadcast** from your library during the opening ceremonies!

- Let the children create slogans, team mottoes, and posters to support the Library Olympics. You supply paints, posterboard, magic markers, and other materials and let the children supply the ideas.

- Schedule a **frog jumping contest** or a **snail race**.

- Some good ideas for indoor races are in *Party Games* by Nicola Adamson (begins on p. 88). In the tortoise race, the children crawl on hands and knees with a pillow on their back. If the pillow falls off, they must go back to the beginning of the course.

  Another race is the dressing up race, in which you provide a set of adult clothing for each child (for example, trousers, skirts, jackets, sweaters, scarf, hats, boots and so on). The clothing is put into a large pile at the end of the room, and the children must run to the clothing, dress in a complete set, and get back to the beginning.

The backwards walking race is described by its name: have the children walk backwards over the race course without turning around. Many other ideas for races and games are in this book, including a section on outdoor races.

- Another book with good program activities is *Kids' Holiday Fun* by Penny Warner. One idea is a Frisbee golf tournament, where the children paint their names or designs on a Frisbee, and then follow a course you have set using sticks, boxes, or tables that the Frisbees must land in or hit. Keep score by counting how many "strokes" it takes to hit each goal. Ideas also include how to make a homemade badminton set, homemade checker boards, and others.

- Complete directions for holding a "Backyard Sports Fest" are in *Create a Celebration* by Ellen Pals (p.155-164). She includes ideas for decorations, refreshments, favors, activities and games, an opening ceremony, and a grand finale.

- *The Sierra Club Summer Book* by Linda Allison has lots of ideas for easy, old fashioned games and races, like knucklebones, hares and hounds, fly, leg racing, and so on.

- Some good ideas for outdoor games with rules to use for a program are listed in *The Outrageous Outdoor Games Book* by Bob Gregson (Fearon Teacher Aids, 1984). One of the games is called Just in Passing, where you put the children in a circle and they pass a ball around the circle as fast as they can without dropping the ball. Vary this by having them pass the ball through their legs, over their heads, behind their backs, and so on. Add a second ball going in the opposite direction. Occasionally yell "switch" and have the children change the direction the balls are going.

  Others games include: a cross-country flying contest using paper airplanes (p. 32); a "rowing" contest (without a boat! p. 98); spider, crab, flamingo, or rolling races (p. 99); balloon races (p. 106); four-way Frisbee (p. 107); tin can stilt team races (p. 126); balloon on a racket or balloon tennis race (pp. 128-129); pop stomp (each person has a balloon tied to their ankle and they try to pop everyone else's balloon while protecting their own. p. 130); volley folly (pairs work together to keep the longest volley of newspaper balls going. p. 131); and bicycle skill races (pp. 134-139).

  He also includes directions on how to make things like wind whirlers (p. 30); spinners (p. 43); and a racket and games (pp. 127-129).

- Bob Gregson also has some good ideas for indoor games in *The Incredible Indoor Games Book* (Fearon Teacher Aids, 1982), including: gliders (p. 109); group juggle using crushed paper balls (p. 127); wastepaper basketball (p. 135); balloon soccer and other games (pp. 136-137); paper towers (p. 140); build a puzzle with cardboard boxes (p. 179); and shoebox dominoes (pp. 184-185).

- Jack Maguire, in *Hopscotch, Hangman, Hot Potato, & Ha Ha Ha: A Rulebook of Children's Games,* includes playing rules for more than 250 games and sports for children of every age with step-by-step instructions and rules for each game, complete with clear diagrams and line drawings.

- *World Games and Recipes* includes games from a variety of countries and games for the handicapped.

- Schedule a **film festival** of sports movies and invite everyone to dress in the clothes for their favorite sport.

- Place banners or flags out in the community telling children to come into the library and join the Summer Reading Club. This is a good project to involve older children.

- As suggested in last year's manual, have a program with "Gold" as the theme. For ideas, use the storyplanner on page 3—13 of *Reading Roundup: Rope a Good Book*, "All That Glitters Is . . . Gold!" Other ideas include Goldilocks, the Golden Fleece, or These Happy Golden Years.

  As an outdoor activity, set up an area where the children can "pan for gold." Spray some pebbles gold and put in a broad, shallow container (perhaps a child's wading pool) with clean sand and water, and then use a sand sifting pan to "pan for gold." In Wickensburg, Arizona, there is a festival called "Gold Rush Days." Write for information to Chamber of Commerce, Drawer CC, Wickensburg, AZ 85358.

- **Bicycle Safety**—Contact your local sports center or bicycle shop and ask if they could present a 45 minute program on bicycling and/or bicycle safety.

- **Baseball Card Collecting Workshop**—Contact your local baseball card shop and ask if someone is available to come to your library to do a program on card collecting. this would be great publicity for the shop!

- **Health and Fitness Workshop**—Contact you local health spa and ask if someone could do an aerobic program at the library or do a talk on fitness.

- **First Aid Workshop**—Contact your local Red Cross or a speaker's bureau and ask if someone is available to teach kids about first aid and lifesaving.

- **Diet and Exercise**—Have a talk on the importance of maintaining a balanced diet and exercising daily for a healthy body.

- To tie in with the storyplanner on balloons (Up, Up, and Away!), ask someone who makes **balloon animals** to come to the library and give a demonstration/workshop.

- Ask your local high school's **cheerleaders** to come in and talk about preparation, skills, and tryouts. For activities to go along with the cheerleaders' program, have the children make pompoms out of newspaper. They can also make simple megaphones out of rolled construction paper. Ask the children to make up their own cheers about reading, and then have everyone do the cheers.

  A "Library Cheer" by Garrison Keilor is with the Poems in the Storytime Components section of this manual.

For a Louisiana cheer, use:

Hot boudin,
Cold cous coos
Come on readers,
Push, push, push (pronounced to rhyme with "cous")

From the 1995 Wisconsin Summer Reading Program Manual:

Mama's got a face like a rainbow trout,
Papa's got hair like sauerkraut
So give a little cheer, give a little shout,
Library kids, CHECK IT OUT!

Ish-kiddly-ooten-booten,
Boom, boom a-deetin-dootin,
Rah-dah, dah-dah-dah;
READ!

- Ask a local hunter or two to come to the library to discuss **training hunting dogs** and provide a demonstration with their dogs.

- **Kite Workshop**—Have a workshop/demonstration on making and flying kites.

- **The Name of the Game is Reading** can be used during the whole summer as a way to give prizes to the children for reading. Be sure to put a copy of your rules on the back of the game card, and include the name of your library and the dates that the children can participate.

  Use the "chance" cards to enter the children in a raffle to be held at the end of the summer reading program party. Ask a local business to donate a big prize, like a bicycle. The trading cards could be the sports joke cards (p. 1 of this manual), giving out a different card each week, or you could give out baseball cards, or any kind of a prize. You could even use coupons from the local fast food restaurant. The following page is a suggestion for rules and the next page is the game card. Print these on the front and back of heavy gold paper.

  (This game was adapted from a suggestion in *The Unabashed Librarian* and the game card was drawn by Chris Menard at the Lafayette Public Library.)

Yourville Public Library

June 1 – August 1

Object of the game

Complete 8 hours of reading

For ages

Preschool – eighth grade

Rules of the game

When you have completed 2 hours of reading or have had someone read to you—

- bring your reading record to the library or bookmobile to be stamped and put a sticker on your membership card.
- use your chance card to enter the raffle.
- collect your weekly trading card. Each week a new trading card will be issued. Collect all eight!

Everyone wins!

All members of the summer reading club
are invited to attend the end of summer party

Saturday, August 3
10:00–11:30 or noon–1:30

Register with Youth Services
for the Summer Reading Program
beginning June 1

Chance 1

Name:________________

____

Phone:_______________

Grade:_______________

Chance 2

Name:________________

____

Phone:_______________

Grade:_______________

Chance 3

Name:________________

____

Phone:_______________

Grade:_______________

Win
with
Reading!

☆ ☆ ☆ ☆ ☆

30 min.____________

60 min.____________

90 min.____________

120 min.____________

Parents, please initial after each 1/2 hour of reading.

Louisiana Public Libraries
Presents

Go for the Gold...

☆ ☆ ☆

READ!

☆ ☆ ☆

Summer
Reading Club
1996

Chance 4

Name:________________

____

Phone:_______________

Grade:_______________

Gold Metal

Reader

30 min.____________

60 min.____________

90 min.____________

120 min.____________

Parents, please initial after each 1/2 hour of reading.

30 min.____________

60 min.____________

90 min.____________

120 min.____________

Parents, please initial after each 1/2 hour of reading.

30 min.____________

60 min.____________

90 min.____________

120 min.____________

Parents, please initial after each 1/2 hour of reading.

- Attract kids to the library by setting up contests. Fill a large glass container with small objects, like gumballs, small rubber balls, or chocolate candy that is wrapped in gold paper like coins. The child whose guess comes closest to the correct number of items in the jar wins a prize. Here is a form for you to use for the children to fill out.

Name ______________________________

Address ______________________________

Phone ____________________ Age __________

My guess is ______________________________

Name ______________________________

Address ______________________________

Phone ____________________ Age __________

My guess is ______________________________

Name ______________________________

Address ______________________________

Phone ____________________ Age __________

My guess is ______________________________

Name ______________________________

Address ______________________________

Phone ____________________ Age __________

My guess is ______________________________

Recipes

Banana Shake: Blend the following ingredients on high speed for 30 seconds: 1 banana, peeled and sliced; 1 cup milk; 1 tsp. honey; ½ cup cracked ice cubes. Pour into glasses and sprinkle with ¼ tsp. nutmeg. Makes 2 servings.

Carob Energy Shake: Put the following ingredients in a jar and shake until well blended: 2 cups milk, 3 Tbsp. carob powder, 2 Tbsp. honey, 1 Tbsp. dry milk, ½ tsp. vanilla. Makes 2 servings.

No-bake Peanut Butter Cookies: Heat ½ cup honey with ½ cup creamy peanut butter over low heat. Remove from heat, stir in ½ cup instant nonfat dry milk. Stir in 2½ cups crushed Team Flakes Cereal and ½ cup chopped dates. Drop by tablespoons on waxed paper and cool.

"Team" Treats: In a saucepan over low flame, bring 1 cup brown sugar and 1 cup Karo syrup to a boil. Remove from heat and mix in 1 cup peanut butter (smooth or crunchy). Add 2 cups Team Flakes and 2 cups Rice Krispie cereal and mix well. Turn out onto greased waxed paper and shape into roll about 2" in diameter. Chill and slice into cookies. (May also be dropped by teaspoon onto waxed paper.) Makes 3 dozen cookies.

Energy Boosters: Mix 3 cups wheat germ with 1 cup high-protein powder; mix 1 cup honey with 1 cup peanut butter. Knead the two mixtures together until stiff, then form into balls. Roll in sesame seeds or finely chopped nuts. Wrap individually.

Peanut Butter Balls: Mix 1 cup toasted wheat germ, ½ cup peanut butter, ½ cup honey, and ¼ cup powdered milk. Stir in 2 tablespoons chopped peanuts. Form into 1-inch balls and roll in sesame seeds or coconut. Refrigerate.

Health Food Muffins: Mix 1¼ cups flour, 2 teaspoons baking powder, 2 cups granola, ¼ cup brown sugar, and 1 teaspoon salt. Mix 6 tablespoons oil, 1 cup milk, 1 teaspoon vanilla, and 6 tablespoons molasses, then stir into dry ingredients. Spoon into well-greased muffin pans, and sprinkle more granola on top. Bake at 375° for 15-20 minutes.

Gorp Cookies: (Gorp is a mixture of nuts, seeds, raisins, and chocolate or carob chips that is a favorite with campers and back-packers because it is nutritious, light to carry, easy to eat on the trail, and keeps well) Cream 3/4 cup butter or margarine, add 1/2 cup dark brown sugar, 1 egg, and beat well. Combine 3/4 cup white flour, 3/4 cup whole wheat flour, 1/2 tsp. baking powder, 2 tsp. cinnamon, and 1/4 tsp. salt. Sift into mixture. Add 1/2 cup molasses, 1/4 cup milk, 1 1/4 cup rolled oats, uncooked, 2 Tbsp. sesame seeds, and 1/2 cup each: chopped raw peanuts, sunflower seeds, dark raisins, chocolate or carob chips. Drop by tablespoon onto lightly greased cookie sheets. Bake at 350° for 12 minutes. Cool on racks.

Golden Treats for Athletes: Melt 1 bag of marshmallows with 2 tablespoons butter over low heat. Add 6 cups Golden Grahams cereal and mix well. Press into a well oiled pan. If you have a microwave, the children might want to help!

DECORATING THE LIBRARY

The Olympics

The Olympic symbol shows five circles locked together. They stand for the meeting of athletes from all over the world in the spirit of fair competition. The five major areas of the world as represented by the rings are Europe, Australia, Asia, North and South America, and Africa. When the rings are in color, they are always shown in the same order (blue, yellow, black, green, and red).

The Olympic medals are: first place, gold; second place, silver; and third place, bronze. The winner's national anthem is played while the winner's national flag is raised when the first, second and third place winners are awarded their medals.

Participants compete in many different sports. In the Winter Olympics, these include speed skating, figure skating, ice hockey, bobsledding, luge, ski jumping, alpine skiing, biathlon, nordic combined, cross country, and mogul. Women compete in every sport except: ice hockey, ski jumping, bobsledding, luge doubles, and Nordic combined.

The Summer Olympics include the following sports: archery; basketball; boxing; canoeing and kayaking; cycling; equestrian arts; fencing; field hockey; gymnastics; handball; judo; modern pentathlon; rowing; shooting; soccer; swimming, diving and synchronized swimming; track and field; volleyball; water polo; weight lifting; wrestling (both freestyle and Greco-Roman); and yachting.

Decorating Ideas

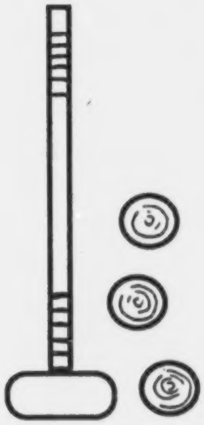
Torch
Olympic Symbol
Stars
Running Shoes
Whistles
Sweatbands
Headbands
Baseball and baseball bat
Football
Soccer ball
Tennis racket
Olympic paper chain

- Use a paper chain in the Olympic colors as a decoration. Children can add a link to the Olympic Chain for every book they read, putting their names and book titles on each link.

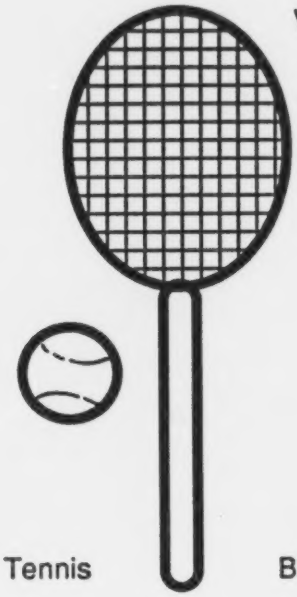
- Make windsocks to hang. Directions are in the 1994 Summer Reading Program manual. Decorate with the five Olympic rings (the colors are blue, yellow, black, green, and red, from left to right), 1996 Olympics, the name of your library, or anything else relating to sports. Also, you can make the streamers hanging from the bottom of the windsock in the Olympic colors.

Room Decorations

IDEA: Enlarge these patterns on a copier. Blow-up the pattern in sections and then piece and glue it together to make a larger picture or enlarge these patterns on art paper using an opaque projector. Display the art work on walls or on bulletin boards.

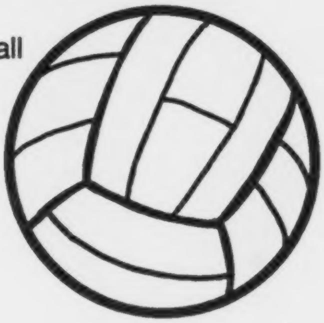


Croquet

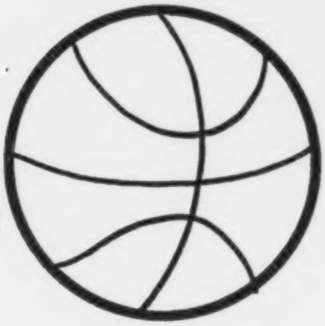


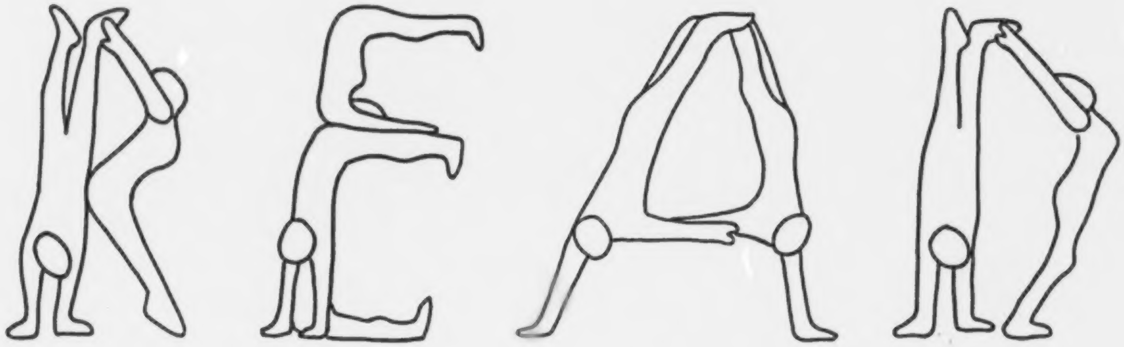
Tennis

Volleyball



Basketball





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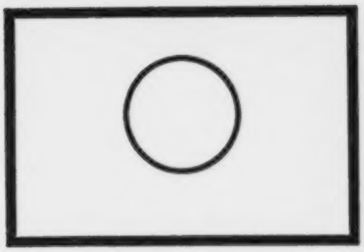
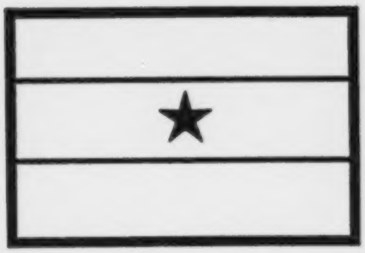
Room Decorations

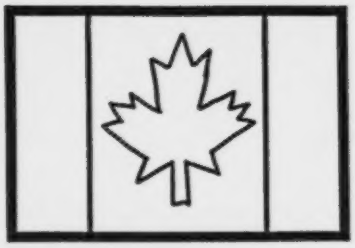
Decorate your library with the flags of different countries. The World Almanac and the World Book have illustrations of flags in color.



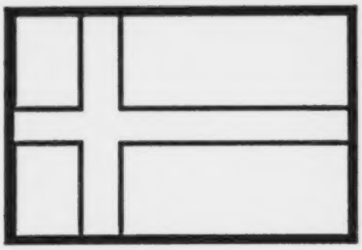
Japan



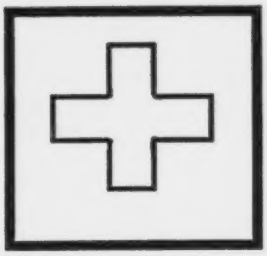
Ghana



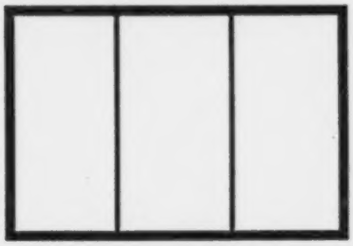
Canada



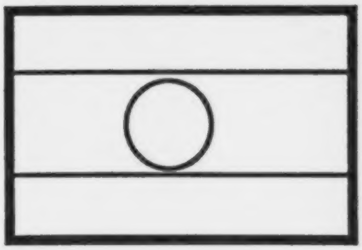
Sweden



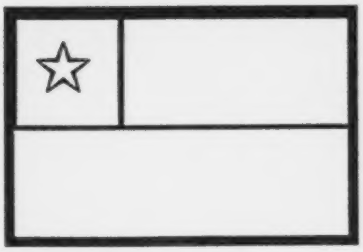
Switzerland



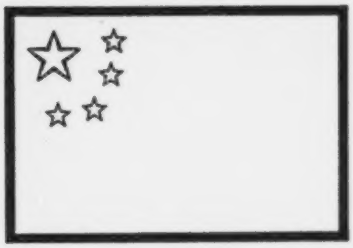
Belgium, Chad, France, Guinea, Ivory Coast, Mali



Laos



Chile



China

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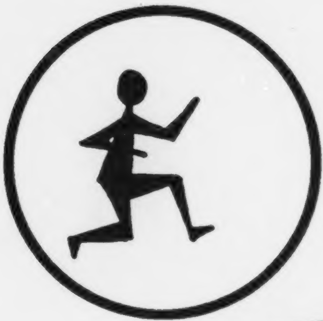
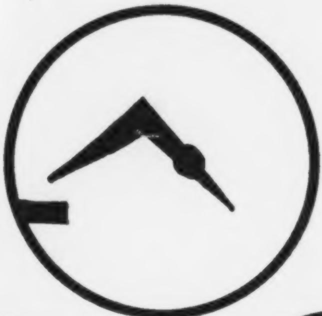
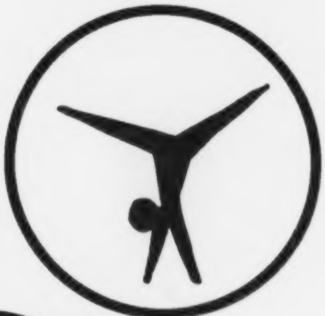
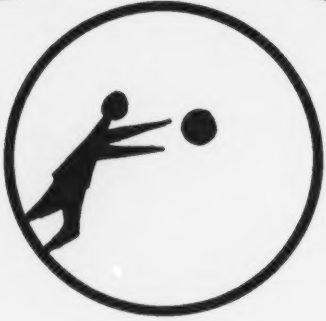
Room Decorations

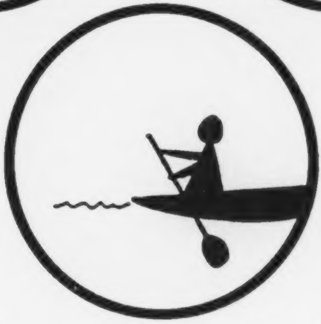
Enlarge these patterns and display on walls or on bulletin boards.

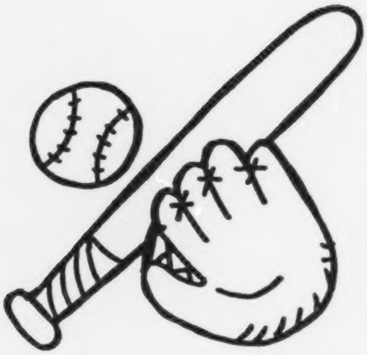


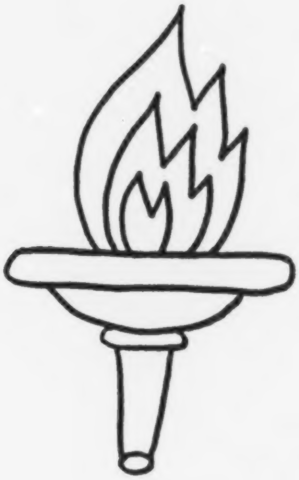








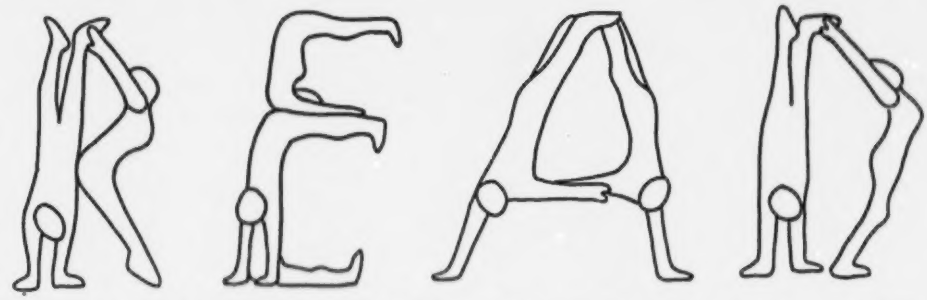




© 1995 Christine Menard / Lafayette Public Library - (but not stars)

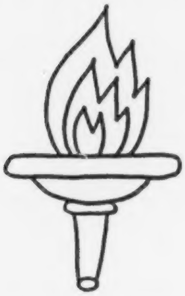
Bookmarks

Type your library's name on each bookmark and make copies of this page.



**Go for the Gold,
Read!**

**Be a Winner.
Read!**



Join the Summer Reading Club
at your local library.

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Directions: Fill out the title and author blanks, place in a book and leave it until 10 people have read the book, then display the bookmarks in the library. Use clip art at the top of the bookmark. Put these in young adult books as well as children's books.

Does this book get a perfect 10?

Title ____________________________

Author __________________________

Judge # 1 _____ . _____

Judge # 2 _____ . _____

Judge # 3 _____ . _____

Judge # 4 _____ . _____

Judge # 5 _____ . _____

Judge # 6 _____ . _____

Judge # 7 _____ . _____

Judge # 8 _____ . _____

Judge # 9 _____ . _____

Judge # 10 _____ . _____

Does this book get a perfect 10?

Title ____________________________

Author __________________________

Judge # 1 _____ . _____

Judge # 2 _____ . _____

Judge # 3 _____ . _____

Judge # 4 _____ . _____

Judge # 5 _____ . _____

Judge # 6 _____ . _____

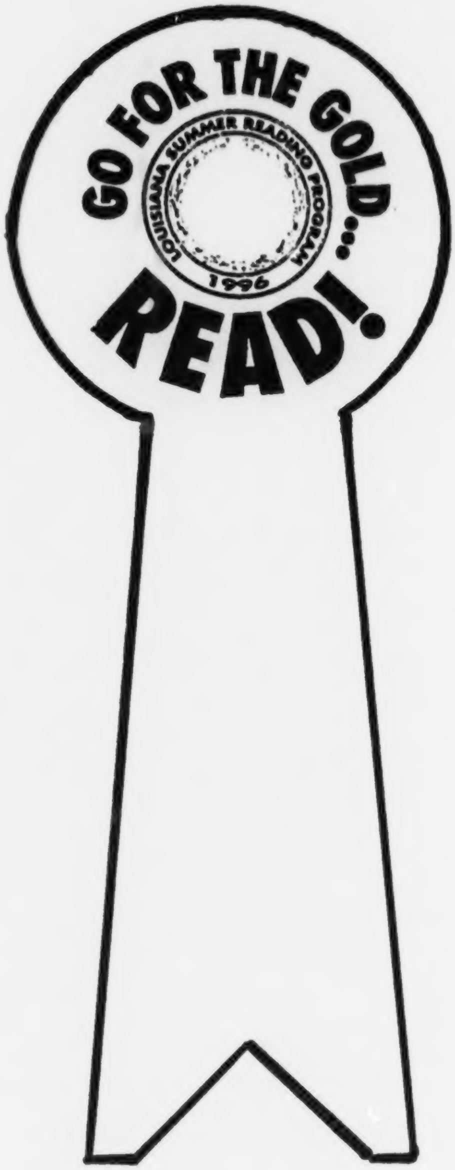
Judge # 7 _____ . _____

Judge # 8 _____ . _____

Judge # 9 _____ . _____

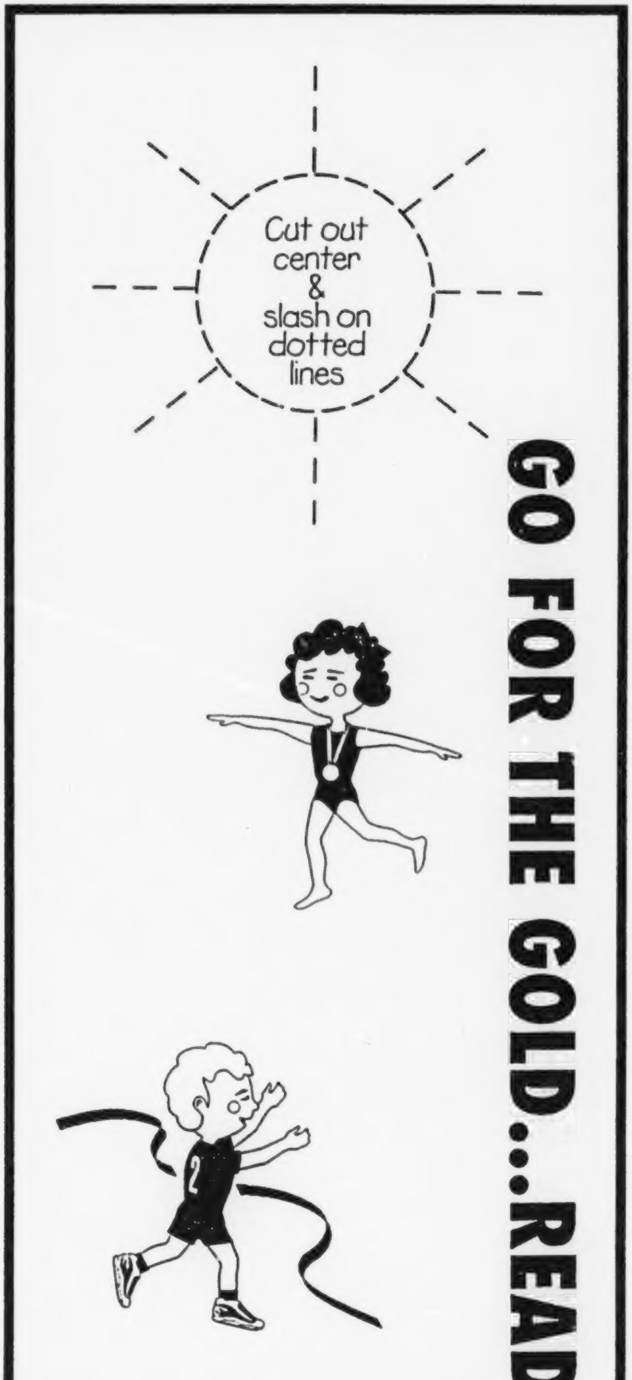
Judge # 10 _____ . _____

Directions: Type in your library's name in the "ribbon" part of the bookmark.


GO FOR THE GOLD...
LOUISIANA SUMMER READING PROGRAM
1996
READ!

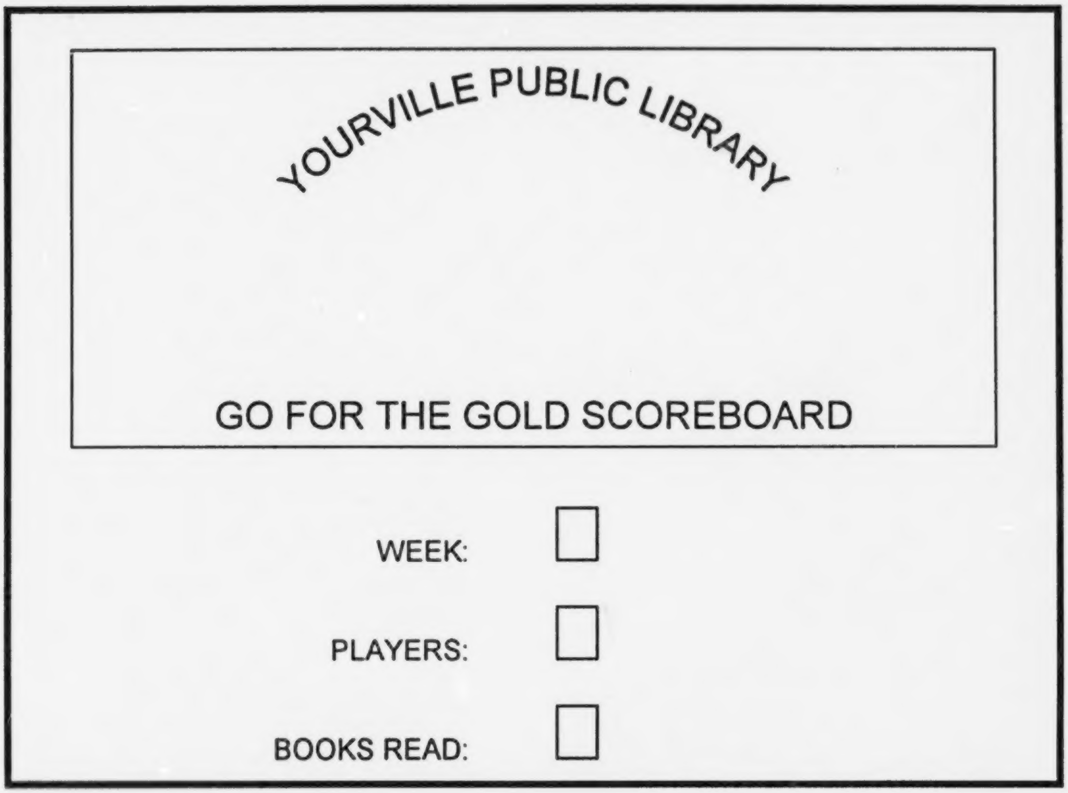
Doorknob Decoration

Give each child a copy of this doorknob decoration to cut out and color. It can then be hung on a door at home.


Cut out center & slash on dotted lines
2
GO FOR THE GOLD...READ

Bulletin Board Suggestions

- Use a scoreboard as a bulletin board to record the statistics about the Summer Reading Program.



- Since a part of the Olympics is the athletes carrying the flags of their country, a flag bulletin board could tie in with the theme. Jean Warren suggests a Flag Mural bulletin board decoration in *1-2-3 Murals* (Warren Pub. House, 1989). Use brightly colored vinyl tape, self-stick circles, and construction paper for the children to design their own flags. Hang the flags in columns on butcher paper, adding long strips of tape for flagpoles.

- **Baseballese**— Gyles Brandreth gives a list of the uses of baseball terms in *The Joy of Lex* (William Morrow and Co., 1980). Use these for a baseball theme bulletin board.

  He was born with two strikes against him.
  He couldn't get to first base with that girl.
  He sure threw me a curve that time.
  I'll take a rain check on it.
  He went to bat for me.

I liked him right off the bat.
He was way out in left field on that one.
He's a foul ball.
I think you're way off base on that.
It was a smash hit.
Let's take a seventh-inning stretch.
I hope to touch all the bases on this report.
Could you pinch-hit for me?
He doesn't even know who's on first.
I just call 'em as I see 'em.
He's only a bush leaguer.
Major league all the way.
We'll hit 'em where they ain't.
He was safe by a mile.
He has a lot on the ball.
He really dropped the ball that time.
We'll rally in the ninth.
No game's over until the last man's out.

- Another baseball bulletin board idea, in *Celebrations* by Caroline Feller Bauer, is entitled "Do You Speak Baseball?" This idea could be adapted using terms from other sports.

  Duplicate this list of baseball terms and place it on the bulletin board. If your children are baseball addicts, you can mix up the definitions and the words and have the children match the word with the definition. (Or they could use the reference tools in the library to look up the correct answers.)

Ball: A pitch at which the batter does not swing and which the umpire rules did not cross home plate in the strike zone (usually between the batter's armpits and the top of his knees).
Bean ball: A pitch thrown at a hitter's head.
Bench warmer: A player who seldom plays in a game.
Bunt: When the batter taps the ball with his bat instead of swinging at it.
Change-up: A slow pitch, also known as "letup".
Cleanup: The fourth batter position in the lineup.
Clutch hitter: A hitter who bats well when it counts.
Double play: When two runners are put out on one play.
Force play: A situation in which a base runner must attempt to reach the next base. On a force play, the fielder has only to touch the base for the runner to be out.
Full count: Three balls and two strikes on the batter.
Grand slam: A bases-loaded homerun.
Hit and run: a play in which the runner on first base breaks for second base the moment the ball is pitched while the batter then tries to hit the pitch into the "hole" between first and second base.
Hook: A curve ball.
Leg hitter: A runner who beats out many hits because of good running speed.
Pop fly: A high fly ball within or just beyond the infield.

Pulling a rock: Making a dumb mistake.

Rookie: A first-year player.

Run: A run is scored when a player advances around the bases and touches home plate without being put out.

Run batted in (RBI): A run that scores as a direct result of offensive action (a base hit, base on balls, sacrifice fly, etc.) by the batter.

Shutout: No runs scored, a blank job.

Steal: When there is not hit but a base runner advances safely by running to the next base before he is thrown out.

Strike: Any pitch that the batter swings at but misses or any pitch not swung at that the umpire rules crossed the plate in the strike zone (usually between the batter's armpits and the top of his knees).

Strike out: Three strikes counts as an out.

Walk: A batter automatically goes to first base—gets a "walk"—if a pitcher throws four balls to him.

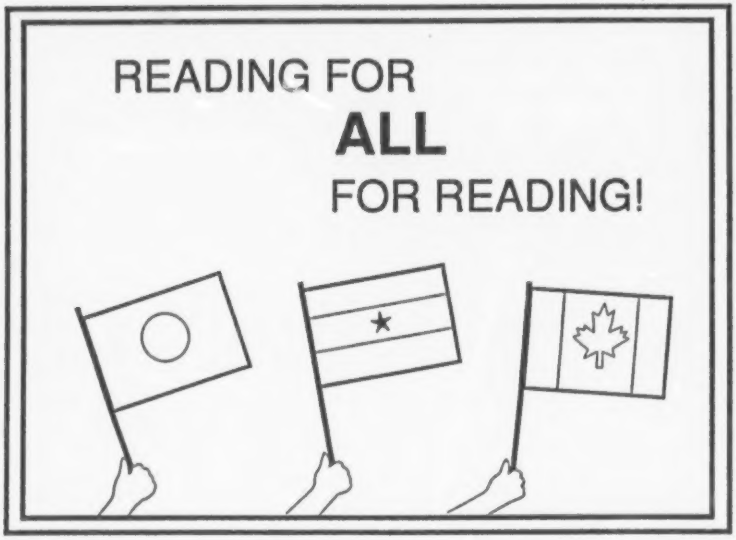
Wild pitch: A pitch thrown past the catcher that permits a base runner to advance.

Woodman: A good batter.

This material from *Celebrations,* Copyright © 1985 by Caroline Feller Bauer is included in the Summer Reading Program Manual by special arrangement with The H.W. Wilson Company.

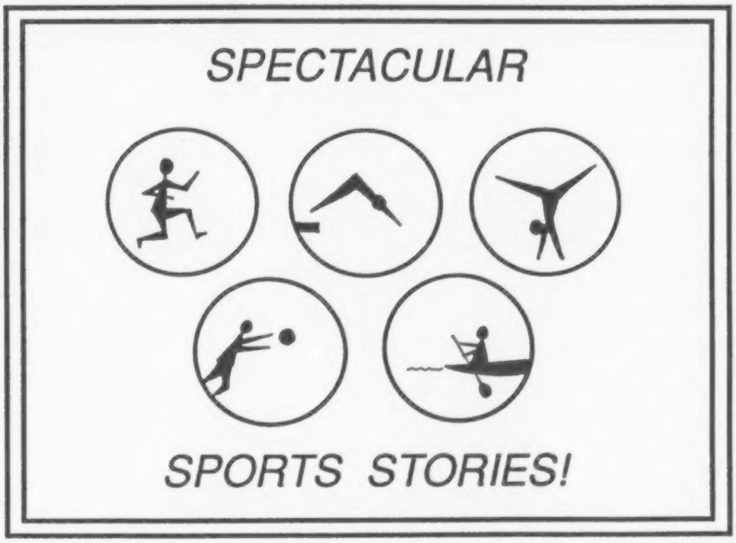
- A poster, bookmark, and mug that says "You Can Do It With Books" is available from Really Good Stuff, A Division of Filmic Archives, The Cinema Center, Botsford, CT 06404, 800/366-1920. They also have a poster, banner, and bookmark that says "No One Else is Quite Like Me."

Bulletin Boards



Use black paper for the border and the letters. Left to right make the hands, yellow-pink, brown-tan and tan-pink to represent different races. The flags are these colors- Japan: white background with a red circle; Ghana: red, yellow, and green stripes with a black star; Canada: red end stripes and a red maple leaf on a white middle. Bright blue paper can be used for the background.

Cut the border and letters out of black paper. Use a copier to enlarge the sport figures' circles on blue, red, yellow, and green copier paper. (See the room decoration section for a larger copy of the circles.) Enlarge a black circle on construction paper and make the sports figure out of white paper. Use white paper for the background.



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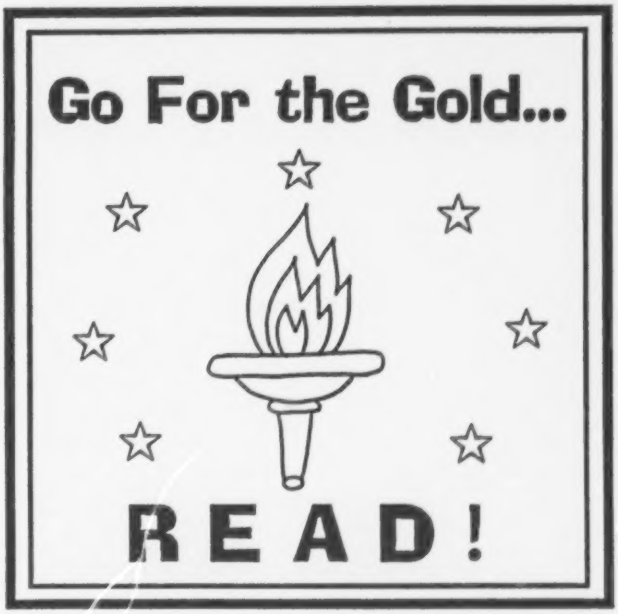
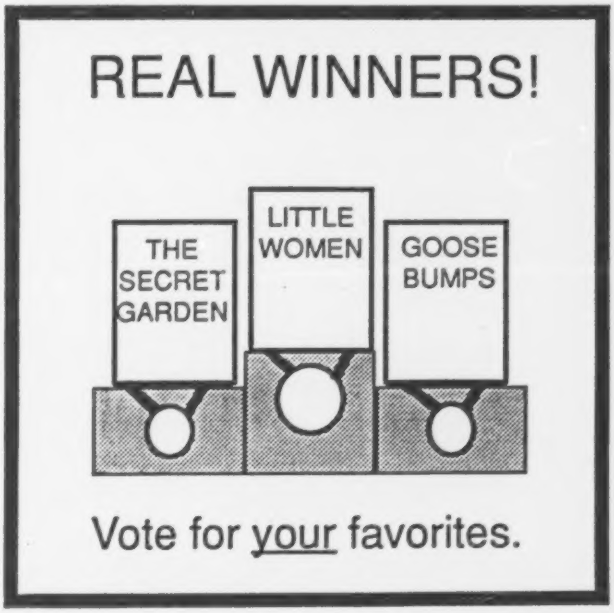
Bulletin Boards


Go For the Gold...
READ!

Use dark purple paper strips for the border. Cut the letters out of green paper. Use yellow paper for the stars. Make the torch out of black paper and the flames out of yellow, orange, and red paper. Light purple paper can be used for the background.

Make a list of favorite books. Ask children to vote for their favorites. Cut the stands, the letters, and the strips for the border out of black paper. Use yellow, red, and green paper for the books. Make the medals out of gold, silver, and bronze-colored foil. Bright blue paper can be used for the background.


REAL WINNERS!
THE SECRET GARDEN
LITTLE WOMEN
GOOSE BUMPS
Vote for your favorites.

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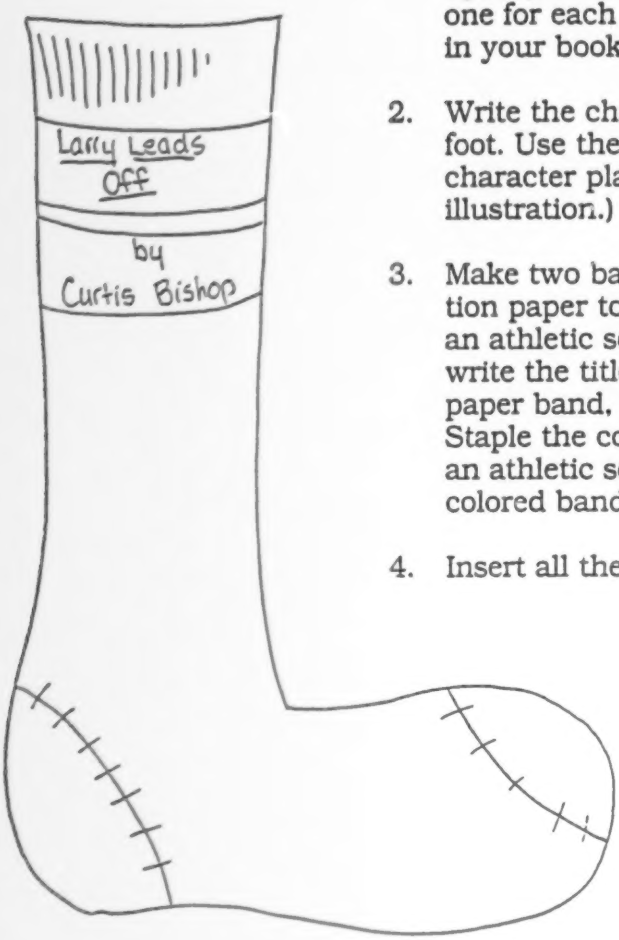
Athlete's Foot

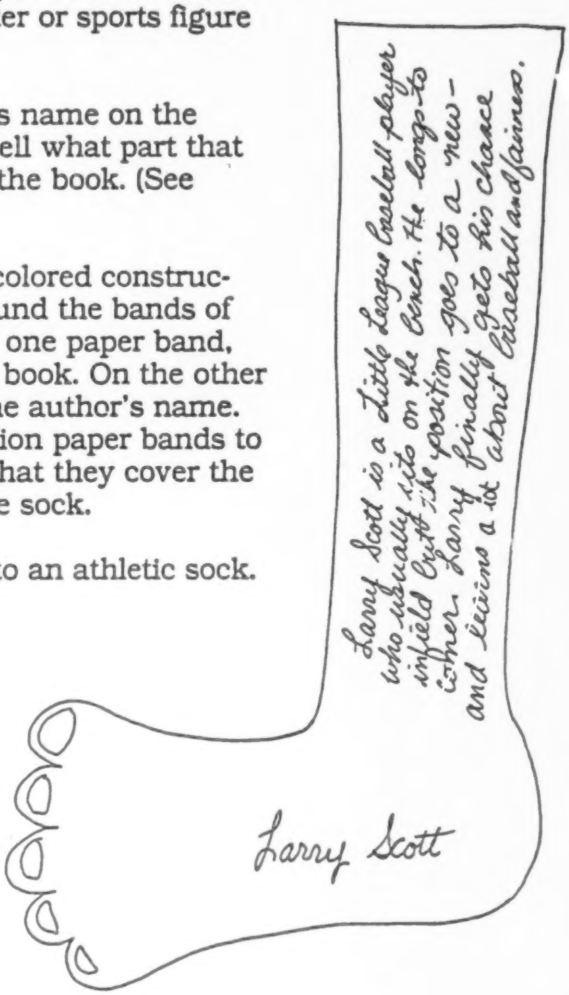

Larry Leads Off
by
Curtis Bishop

1. Trace or draw your bare foot and leg up to your knee on posterboard. Make one for each character or sports figure in your book.

2. Write the character's name on the foot. Use the leg to tell what part that character played in the book. (See illustration.)

3. Make two bands of colored construction paper to go around the bands of an athletic sock. On one paper band, write the title of the book. On the other paper band, write the author's name. Staple the construction paper bands to an athletic sock so that they cover the colored bands on the sock.

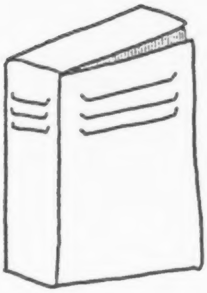
4. Insert all the feet into an athletic sock.

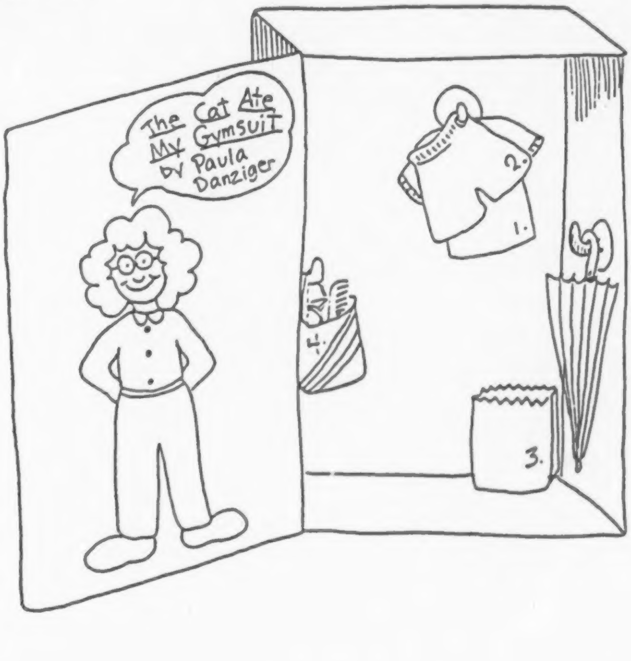

Larry Scott is a Little League baseball player
who usually sits on the bench. He longs to
infield but the position goes to a new-
comer. Larry finally gets his chance
and learns a lot about baseball and fairness.
Larry Scott

From *One for the Books* by Joanne Richards and Marianne Standley. Copyright © 1984 Incentive Publications, Inc., 3835 Cleghorn Avenue, Nashville, TN 37215. Used with permission.

Locker Room

1. Use a cigar or school box for the locker. Cover the top and sides with pieces of construction paper. Make locker markings with a black marker. (See illustration.)
2. Place three small plastic hooks with peel-and-stick backing on the inside of the locker.
3. Make symbols for the important characters or events in the book. Number each symbol.
4. On the back of the symbol, write its significance in the book.
5. Punch holes in the symbols and hang them on the hooks.
6. Draw the main character on the inside of the locker door. Write the name of the book and the author on a speech bubble.




The Cat Ate My Gymsuit by Paula Danziger
1.
2.
3.
4.

From *One for the Books* by Joanne Richards and Marianne Standley. Copyright © 1984 Incentive Publications, Inc., 3835 Cleghorn Avenue, Nashville, TN 37215. Used with permission.

Extra Clip Art

Carson Dellosa Publishing Company, Inc., (P.O. Drawer 16327, Greensboro, NC 27416) has several books of clip art. Some pages from these would also be good to use as coloring pages.

Dellosa, Janet and Patti Carson. *Clip Art Collection I,* Pub. no. CD-0950.

Dellosa, Janet and Patti Carson. *Clip Art Collection II,* Pub. no. CD-0951.

Dellosa, Janet and Patti Carson. *Clip Art III,* Pub. no. CD-0953.

Plenty of Patterns: Blank Reproducible Patterns, Pub. no. CD-0936.

Quick-Snips: the Best of Carson-Dellosa Clip Art. Pub. no. CD-0952.

Here are some other clip art collections with sports patterns.

Myers, Darcy. *Multicultural Clip-Art.* T.S. Denison and Co., ISBN 513-02179-5.

Super Clip Art for All Reasons. Instructional Fair, Inc., 1992.

Seasons & Weather: Reproducible Paper Art Patterns. Judy/Instructo, 1989. Pub. no. JI 8674. ISBN 0-382-29765-2.

STORYTIME PLANNERS

Directions for finding items listed in the Storytime Planner section:

Activities and resource materials can be found alphabetically under the broad categories in the Storytime Components section, which follows the Storytime Planner section. For example, when you want to find a craft listed in the storytime planner as:

Crafts
    Olympic Medals
    Gingerbread Men

you would look in the **Storytime Components, Crafts** section, where you would find "Olympic Medals " and "Gingerbread Men " under "O" and "G". Another example is:

Fingerplays
    Good Night

Here, you would look for "Good Night" in the **Storytime Components, Fingerplays** section in alphabetical order under "G".

For items where it was not possible to obtain permission to reprint the material, a bibliography entry is given. Complete publisher information for these items will be found in the **Bibliography** section of this manual. Information for titles listed under "Books" will be found in the **Bibliography** section as well.

Play Ball!

Ages: Toddler

Books
Bang, Molly. *Yellow Ball.*
Blaustein, Muriel. *Play Ball, Zachary!*
Carlson, Nancy. *Louanne Pig in Making the Team.*
Chamberlain, Dee. *My Yellow Ball.*
Hoff, Syd. *The Littlest Leaguer.*
Isadora, Rachel. *Max.*
Lindgren, Barbro. *Sam's Ball.*
McClintock, Mike. *Stop that Ball.*
Riddle, Tohby. *Careful With That Ball, Eugene!*
Tafuri, Nancy. *The Ball Bounced.*

Fingerplays

The Ball
A Ball for Baby
Here's a Ball (also use as flannelboard)
Three Balls (also use as flannelboard)

Song

This is the Way We Bounce the Ball
Roll the Ball Around

Activities

Balls

Colors of the Olympics: Blue, Yellow, Black, Green & Red

Ages: Preschool through Kindergarten

Books

Adoff, Arnold. *Greens: Poems.*
Asch, Frank. *Yellow, Yellow.*
Bridwill, Norman. *Clifford, the Big Red Dog.*
Brunhoff, Laurent de. *Babar's Book of Colors.*
Burningham, John. *John Burningham's Colors.*
Carle, Eric. *My Very First Book of Colors.*
Carle, Eric. *The Mixed-Up Chameleon.*
Geisel, Theodore. *Green Eggs and Ham.*
Geisel, Theodore. *One Fish, Two Fish, Red Fish, Blue Fish.*
Hoban, Tana. *Is It Red? Is It Yellow? Is It Blue?*
Lionni, Leo. *A Color of His Own.*
Lionni, Leo. *Little Blue and Little Yellow.*
Lopshire, Robert. *Put Me in the Zoo.*
Peek, Merle. *Henry Wore His Green Sneakers.*
Peek, Merle. *Mary Wore Her Red Dress.*
Rossetti, Christina. *What is Pink?*
Serfozo, Mary. *Who Said Red?*
Slobodkina, Esphyr. *Caps for Sale.*
Testa, Fulvio. *If You Take a Paintbrush.*

Poems

Mother Goose Rhyme
"My Sister Ate An Orange" from Prelutsky, Jack. *Something Big Has Been Here.*
"A Yell for Yellow" from Merriam, Eve. *Jamboree: Rhymes for All Times.*
"Yellow" from McCord, David. *One at a Time.*
Hailstones and Halibut Bones by Mary O'Neill is an entire book of poems about colors.

Games, Riddles & Puzzles

Color Game

Craft

Collage

Activity

Traffic Lights, p. 4 in *Kidstuff.* Lake Park, FL: Guideline Press, Nov. 1989. Vol. 5, No. 7

Fingerplays

What Color Are You Wearing?

"What Colors Do I See?" p. 45 from Scott, Louise Binder and J.J. Thompson, *Rhymes for Fingers and Flannelboards.*

Snack

Make sugar cookies and decorate with M&Ms.

Run, Run As Fast As You Can

Ages: Preschool through Kindergarten

Books

Aesop. *The Hare and the Tortoise.*
Galdone, Paul. *The Hare and the Tortoise.*
Gingerbread Boy. Illus. by Scott Cook.
Hall, Derek. *Tiger Runs.*
Heine, Helme. *Three Little Friends: The Racing Cart.*
Hurd, Edith Thatcher. *Last One Home is a Green Pig.*
Isenberg, Barbara and Susan Wolf. *The Adventures of Albert, the Running Bear.*
Kessler, Leonard P. *Last One in is a Rotten Egg.*
Kessler, Leonard P. *On Your Mark, Get Set, Go!*
Kessler, Leonard. *The Big Mile Race.*
Marshall, Edward. *Fox on Wheels.*
Otsuka, Yuzo. *Suho and the White Horse.*
Phleger, Fred B. *Off to the Races.*
Reimold, Mary Gallagher. *My Mom is a Runner.*
Stevens, Carla. *Hooray for Pig!*

Poem

The Little Turtle

"Here Is A Bunny" in Nichols, Judy. *Storytimes for Two-Year Olds.* Chicago: ALA, 1987. p. 97.

Stories

The Hare and the Tortoise (also includes other activities)

"The Touch of Midas" (Adapted from a Greek Legend) Vol. 2, "Stories and Fables" *Childcraft: The How and Why Library.* pp. 272-275.

Film

The Gingerbread Man. 10 min. Available from State Library of Louisiana.

Craft

Gingerbread Men

"Rabbit Cup Puppet" in Nichols, Judy. *Storytimes for Two-Year Olds.* Chicago: ALA, 1987. p. 97.

Song

"Slow and Fast" (to the tune of The Farmer in the Dell), from Jan Irving and Robin Currie, *Full Speed Ahead!*

Flannelboard

Tell the story of "The Gingerbread Boy" using flannelboard pieces. Patterns are in *Flannel Board Fun* by Diane Briggs.

Tell the story of the Runaway Pancake as a flannelboard story or a glove puppet story. This is the Gingerbread Boy story using a pancake instead of gingerbread. *Cooking Up a Story* by Carol E. Catron and Barbara C. Parks includes the story, flannelboard and glove puppet patterns and directions, and recipes.

Friendship

Ages: Preschool through Kindergarten

Books

Aliki. *We Are Friends.*
Balyor, Byrd. *Guess Who My Favorite Person Is?*
Carle, Eric. *Do You Want To Be My Friend?*
Cohen, Miriam. *Best Friends.*
deRegniers, Beatrice. *May I Bring a Friend?*
Graham, Al. *Timothy Turtle.*
Gantos, Jack and Nicole Rubel. *The Perfect Pal.*
Hillert, Mararet. *Four Good Friends.*
Lionni, Leo. *Little Blue and Little Yellow.*
Minarik, Else. *Little Bear's Friend.*
Russo, Marisabina. *Alex is My Friend.*
Sharmat, Marjorie. *Burton and Dudley.*
Sharmat, Marjorie. *I'm Not Oscar's Friend Anymore.*
Sharmat, Marjorie. *The 329th Friend.*
Waber, Bernard. *Ira Sleeps Over.*
Wagner, Ken. *The Lion Who Coundn't Say No.*

Activity

Say, Say! (p. 78, *Summer Treasure,* 1991 La. Summer Reading Program Manual)

Fingerplays

Barney Has a Basketball
Summer

Poem

We Could Be Friends (p. 82, *Summer Treasure,* 1991 La. Summer Reading Program Manual)

Crafts

Friendship Chain (p. 79, *Summer Treasure,* 1991 La. Summer Reading Program Manual)
Friendship Pins (p. 80, *Summer Treasure,* 1991 La. Summer Reading Program Manual)

Films

Fish Is Fish 5 min. Available from State Library of Louisiana.
Frog and Toad Are Friends. 17 min. Available from State Library of Louisiana.
Frog and Toad Together. 16 min. Available from State Library of Louisiana.
Little Blue and Little Yellow. 10 min. Available from State Library of Louisiana.

Handouts

Crossword puzzle: May I Bring A Friend? (p. 83, *Summer Treasure,* 1991 La. Summer Reading Program Manual)
Friendship Bracelet (can be ordered from Oriental Trading Co.)

Horses

Ages: Pre-K–Kindergarten

Books

Anderson, C.W. *Billy and Blaze.*
Anderson, C.W. *A Pony for Linda.*
Asch, Frank. *Goodnight Horsey.*
Brett, Jan. *Fritz and the Beautiful Horses.*
Brown, Marcia. *The Little Carousel.*
Callan, Elizabeth. *Good Luck Pony.*
Crews, Donald. *Carousel.*
Dennis, Wesley. *Flip.*
Goble, Paul. *The Girl Who Loved Wild Horses.*
Hirschi, Ron. *Where Do Horses Live?*
Kuskin, Karla. *Which Horse is William?*
Leigh, Oretta. *The Merry-Go-Round.*
Martin, Bill. *Up and Down on the Merry-Go-Round.*
Pender, Lydia. *Barnaby and the Horses.*

Rabinowitz, Sandy. *A Colt Named Mischief.*
Schneider, Elisa. *The Merry-Go-Round Dog.*
Thomas, Art. *Merry-Go-Rounds.*
Wildsmith, Brian. *Carousel.*

Craft
Galloping Horse

Fingerplays
Brown Mules
Five Little Ponies (can be made into a flannelboard by making five felt ponies using any horse pattern or the horse from the "Galloping Horse" craft.)
Four Little Horses
Friends
Galloping
My Horse
Ten Little Ponies

Flannelboard
Dobbin (flannelboard section, p. 13-14, *Reading Roundup,* 1995 La. Summer Reading Program Manual)
Fiddle-I-Fee (flannelboard section, p. 16-21, *Reading Roundup,* 1995 La. Summer Reading Program Manual)
Four Little Ponies

Coloring Sheets and Handouts
Horsey (Also, use horse from "Fiddle-I-Fee" flannelboard)

Shoes

Ages: Pre-K–Kindergarten

Books:
Daly, *Not So Fast Songolo.*
Hughes, *Alfie's Feet.*
Patz, *Nobody Knows I Have Delicate Toes.*
Razvan, *Two Little Shoes.*
Riddell, *Bird's New Shoes.*
Roy, *Whose Shoes are These?*
Seuss, *The Foot Book.*
Waller, *New Feet for Old.*
Winthrop, *Shoes.*
The book *Glad Rags: Stories and Activities Featuring Clothes for Children,* by Jan Irving and Robin Currie, has an excellent chapter on "Sneakers, Socks, and Happy Feet", pp.

189-215. It includes suggestions for programs and displays, fingerplays, games, puppets, flannelboards, crafts, and other activities with detailed instructions.

Flannelboard

"The Centipede Buys Sneakers," from *Glad Rags*, p. 196. Includes story and directions for making centipede and sneakers.

Fingerplays

Oh Me, Oh My
"Footnotes", from *Kidstuff*, vol. 6, no. 3.

Poem

"Ickle Me, Pickle Me, Tickle Me Too" from *Where the Sidewalk Ends* by Shel Silverstein.

Use the nursery rhyme "There Was An Old Woman Who Lived in a Shoe" with a boot or a shoe as a prop with "children" inside. Pull them out as you say poem. Several updated versions of the poem are in *Glad Rags* on pp. 200-203.

Balloons

Ages: Pre-K–Kindergarten

Books:

Adams, Adrienne. *The Great Valentine's Day Balloon Race.*
Appelt, Kathi. *Elephants Aloft.*
Baker, Alan. *Benjamin's Balloon.*
Bullock, Kathleen. *Rabbits are Coming.*
Calhoun, Mary. *Hot Air Henry.*
Coerr, Eleanor. *The Big Balloon Race.*
Coxe, Molly. *Louella and the Yellow Balloon.*
Davies, Kay. *My Balloon.*
Delacre, Lulu. *Nathan's Balloon Adventure.*
Fenton, Edward. *The Big Yellow Balloon.*
Geisart, Arthur. *Pa's Balloon and Other Pig Tales.*
Gibbons, Gail. *Flying.*
Gray, Nigel. *A Balloon for Grandad.*
Hughes, Shirley. *Up, Up and Away.*
Johnson, Crockett. *Harold's Trip to the Sky.*
Larmorisse, Albert. *The Red Balloon.*
Nolen, Jerdine. *Harvey Potter's Balloon Farm.*
Wildsmith, Brian. *Bear's Adventure.*

Activity

Balloons

Fingerplay:

The Airplane
Balloons
Little Balloon
My Balloon

Poem

Balloons for a Party
"Balloons!" p. 227 from *Read for the Fun of It* by Caroline Feller Bauer.
"Eight Balloons" p. 58 from Silverstein, Shel, *A Light in the Attic.* (Also use this as a flannelboard—as each balloon goes "POP", take balloon off flannelboard and toss aside.)

Film

Curious George, 14 min. Available from State Library of Louisiana.

Song

Put Your Finger in the Air

Coloring Sheets & Handouts

The *Jumbo Coloring and Activity Book* (Anco Book Promotions, 1985) has some good coloring sheets of an Airplane, a Hot Air Balloon, and Balloons.

Programs

Caroline Feller Bauer, in *This Way to Books,* has ideas for a program using balloons as a theme. She includes publicity, programs, and a bibliography.

Another program on balloons is in *More Picture Book Story Hours: From Parties to Pets* by Paula Gaj Sitarz, pp. 11-15. It includes good ideas for decorations, a bibliography, stories, rhymes, and other items. She also explains an interesting demonstration of how to blow up a balloon without putting it to your mouth and blowing air into it by using a bottle, baking soda, and vinegar.

Pajamas Storytime

Ages: Pre-K–Kindergarten

Books:

Asch, Frank. *Moongame.*
Brown, Margaret Wise. *Goodnight Moon.*
Berger, Barbara. *Grandfather Twilight.*
Choroa, Kay. *The Baby's Bedtime Book.*
Henkes, Kevin. *Owen.*
Howell, Lynn. *Winifred's New Bed.*
Hutchins, Pat. *Goodnight Owl.*
Inkpen, Mick. *One Bear at Bedtime.*

Mother Goose Bedtime Rhymes.
Murphy, Jill. *Peace at Last.*
Rice, Eve. *Goodnight, Goodnight.*
Stevenson, James. *What's Under My Bed?*
Weiss, Nicki. *Where Does Brown Bear Go?*
Willis, Jeanne. *Monster Bed.*

Poems

The Dream Keeper
"Yawning" by Eleanor Farjeon, in Lee Bennett Hopkins *Morning, Noon and Nighttime, Too.*

Songs

Sleep, Sleep (sung to "Rain, Rain")
Ten More Minutes (sung to "Ten Little Indians")

Craft

Cheerio Necklace

Fingerplays

Bedtime
Bunnies' Bedtime
Busy Fingers
Creeping Indians
My Hands
Sleepy Fingers
Ten Fingers

Three Strikes and You're In!

Ages: 1st–3rd grade

Books

Christopher, Matt. *The Lucky Baseball Bat.*
Day, Alexandra. *Frank and Ernest Play Ball.*
Hurwitz, Johanna. *Baseball Fever.*
Kessler, Leonard. *Old Turtle's Baseball Stories.*
Latimer, Jim. *Fox Under First Base.*

Poems

Analysis of Baseball.
The Base Stealer.
Casey at the Bat.
Outside.

Song

Take Me Out to the Ball Game

Story to Read Aloud

Read "The Southpaw" by Judith Viorst in *Free to Be . . . You and Me,* edited by Francine Klagsbrun. In this story, Janet and Richard exchange notes when he won't let her play on his baseball team. Caroline Bauer, in *Handbook for Storytellers,* suggests that you read the story from notes written on pieces of paper, as if these were the actual letters.

Craft

Let each child make a baseball cap paper hat from *Paper Hat Tricks V.*

Games, Riddles & Puzzles

Baseball riddles

Program Ideas

Organize a baseball card workshop.
Invite a coach from a school to present a baseball clinic.
Get tickets to a local ball game to give away as a prize in a contest.
For any of these programs, use baseball equipment to decorate the library.

Video

Baseball Follies

Incentives

Baseball Cards

Run With Books!

Ages: 1st–3rd grade

Books to Display

Paulsen, Gary. *Running Jumping, and Throwing-If You Can.*
Coffey, Wayne. *Willma Rudolph.*
O'Connor, Jim. *Come! Four True Stories!*

Books

Isenberg, Barbara and Susan Wolf. *Adventures of Albert, the Running Bear.*
Scieszka, Jon. *The Stinky Cheese Man and Other Fairly Stupid Tales.*
Schultz, Irene. *Marathon Race.*

Songs

Pop! Goes the Weasel
Three Blind Mice

Use songs and activities from *We All Live Together* by Greg Scelsa and Steve Millang. (Alfred Pub. Co., P.O. Box 10003, Van Nuys, CA 91410-0003. Includes the following songs: "It's a Beautiful Day", "Warmin' Up", "On the Move", and "Sports Dance".

Poems

Some poems on running are included in *American Sports Poems* by R.R. Knudson and May Swenson.

Story

The Mouse at the Seashore

"The Gingerbread Kid (a cut and tell story, pp. 9-12), "Hare and Tortoise Retold" (a finger story, pp. 13-14), and "The Great Race" (a draw and tell story, pp. 23-25) from *Full Speed Ahead* by Jan Irving and Robin Currie

Crafts

Decorative Running Shoes
Olympic medal
Running Crayon Etching
Sweatbands
Wind Sock

Activities

Racing

Games, Riddles & Puzzles

Hidden Words

Snacks

Golden Treats for Athletes: Melt *1 bag of marshmallows* with *2 tablespoons butter* over low heat. Add *6 cups Golden Grahams* cereal and mix well. Press into a well oiled pan. If you have a microwave, the children might want to help!

Incentives

Whistles (purchase from Oriental Trading Co.)

Yes! I Did It!

Ages: 1st–3rd grade

Books

Anderson, Karen Born. *What's the Matter, Sylvie, Can't You Ride?*
Booth, Barbara D. *Mandy.*
Brott, Ardyth. *Jeremy's Decision.*
Geisel, Theodore (Dr. Seuss). *Oh, the Places You'll Go!*
Geisel, Theodore (Dr. Seuss). *Oh, the Places You Can Think!*
Houston, Gloria. *My Great-Aunt Arizona.*

Kraus, Robert. *Leo the Late Bloomer.*
Kraus, Robert. *Owliver.*
Martin, C.L.G. *Three Brave Women.*
McDonald, Megan. *Insects Are My Life.*
Mills, Lauren. *The Rag Coat.*
Moser, Adolph. *Don't Feed the Monster on Tuesdays!*
Moss, Marissa. *Regina's Big Mistake.*
Nolen, Jerdine. *Harvey Potter's Balloon Farm.*
Piper, Watty. *The Little Engine That Could.*

Song

Have everyone sing the Ronald McDonald song "You're the Star!"

Craft

Have the children make "My 'Me' Book" from *September: A Creative Idea Book for the Elementary Teacher* by Karen Sevaly, pp. 45-53.

Poems

Just As You Are
"From the People, Yes" by Carl Sandburg, from Lee Bennet Hopkins *Ring Out Wild Bells—Poems About Holidays and Seasons,* p. 35.
"Something Fishy" from Jonathan Kellerman *Daddy, Daddy, Can You Touch the Sky.* pp. 1-11.
"I'm Glad I'm Me" from Bruce Lansky *Kids Pick the Funniest Poems,* p. 2.
"When We Grow Up", pp. 33-35; "Parents are People", pp. 48-53; "It's All Right To Cry", pp. 29-95; "No One Else", pp. 112-113; "Glad to Have a Friend Like You" pp. 119-123; from Marlo Thomas, *Free to Be Me.*
"The Tale of the Old Cactus" from Jean Warren, *Short-Short Stories,* p. 75 (This was included in the 1995 Summer Reading Program Manual.)

A Spattering of Sports

Ages: 1st–3rd grade

Books

Darling, Kathy. *The Jellybean Contest.*
Kennedy, Richard. *The Contests at Cowlick.*
Kessler, Leonard. *Kick, Pass, and Run.*
Tester, Sylvia Root. *Billy's Basketball.*
Weiss, Renee Karol. *To Win a Race.*

Poems

Knudson, R. R. and May Swenson. *American Sports Poems.*

Story

First Down

Craft

Olympic Medals
Sweatbands
Trophy, Certificate and Plaque

Poem

Jenny the Juvenile Juggler

Song

Play a tape of Sweet Georgia Brown, the theme song of The Harlem Globetrotters.

Treat

Serve hot dogs, candy apples, popcorn or peanuts

Coloring Pages & Handouts

A craft, coloring sheets, and game on soccer are in Karen Sevaly's *Spring - A Creative Idea Book for the Elementary Teacher* (pp. 101, 104-105, 106, 110-111).

Baseball Ballyhoo

Ages: 1st–3rd grade

Books

Carley, Wayne. *Percy the Parrot Strikes Out.*
Kessler, Leonard. *Here Comes the Strikeout.*
Levy, Elizabeth. *Something Queer at the Ball Park.*
Blassingame, Wyatt. *John Henry and Paul Bunyan Play Baseball.*
Parish, Peggy. *Play Ball, Amelia Bedelia.*
Tester, Sylvia Root. *Rover, Jr.'s Baseball Career.*

Poem

Great Pitches
Casey at the Bat
Sequels to "Casey at the Bat" are "Casey's Revenge" and "Casey: Twenty Years Later" in Hazel Fellerman's *Best Loved Poems of the American People.*

Song

Take Me Out to the Ballgame

Activities

Play imaginary baseball using movement of arms and running in place.

Story

The Old Ball Game

Treat

Serve caramel popcorn as a snack for the children.

Coloring Pages & Handouts

A craft, coloring sheets, and game are in Karen Sevaly's *Summer - A Creative Idea Book for the Elementary Teacher* (pp.99, 102, 106-107, 111, 112)

Winning Against the Odds

Ages: 4th–5th grade

Books:

Baker, Carin G. *Fight for Honor.*
Hughes, Dean. *Play-Off.*
Jones, Ron. *The Acorn People.*
Markham, Lois. *Helen Keller.*
Pinkwater, Manus. *Wingman.*
Savitz, Harriet May. *Wheelchair Champions.*
Sullivan, Ann. *Molly Maguire, Wide Receiver.*
Teague, Sam. *The King of Hearts' Heart.*
Tobias, Tobi. *Arthur Mitchell.*
Van Leeuwen, Jean. *Benjy the Football Hero.*
White, Ellen. *Jim Abbott: Against All Odds.*

Stories

Lang, Andrew. "Brave Little Tailor" from the *Blue Fairy Book.*
Lang, Andrew. "Drakestail" from the *Red Fairy Book.*
Courlander, Harold. "The Fire on the Mountain" from *Fire on the Moutain, and Other Ethiopian Stories.*
Fisher, Leonard Everett. *David and Goliath.*
Motomora, Mitchess. *Momotaro.*

Poems

New Kid
"The Tale of Custard the Dragon" by Ogden Nash.

Program

Call the National Federation of the Blind in Louisiana (800/234-4166) for names of local blind people who might be willing to present programs on famous blind people, and on "winning against the odds" of blindness with canes, seeing-eye dogs, Braille Institute materials, and so on.

Display

Braille books, with braille bookmarks as hand-outs
Materials on the Special Olympics (800/700-2258)

Famous Firsts

Ages: 4th–5th grade

Books:

Chadwick, Roxanne. *Amelia Earhart: Aviation Pioneer.*
Coffey, Wayne. *Jesse Owens.*
Cohen, Barbara. *Thank You, Jackie Robinson.*
Davidson, Bob. *Hillary and Tenzing Climb Everest.*
Dolan, Sean. *Matthew Henson.*
Duden, Jane. *Shirley Muldowney.*
Lipsyte,, Robert. *Jim Thorpe: 20th Century Jock.*

Stories

Hamilton, Virginia. "Earth Starter the Creator" and "Prometheus the Creator" from *In the Beginning: Creation Stories from Around the World.*
Kipling, Rudyard. *The Elephant's Child.*

Riddles

Stine, Jovial Bob. *The Pigs' Book of World Records.*

Poem

Benet, Rosemary and Steven Vincent Benet. "Robert Peary", from *A Book of Americans.*

Display

"Getting to the Top": Biographies of record-stters, both in spors as well as in other fields. Examples of ropes, freeze-dried food, and other mountain-climbing equipment. Pictures of Everest.

Programs

Invite local mountain-climbing enthusiast to teach knot-tying, talk about climbing techniques and experiences, and pass around samples of climbing equipment, such as pitons, ropes, lightweight cooking gear, etc. Serve samples of freeze-dried hiking foods afterwards.

Invite the owner of a race-car to bring the car, talk about safety in driving, and let kids sit in car and examine engine.

Food

Trail mix, freeze-dried hiking foods

Hurray For Our Team! Working Together to Win

Ages: 4th–5th grade

Books:

Hallowell, Tommy. *Duel on the Diamond.*
Herzig, Alison C. *The Boonsville Bombers.*
Heymsfeld, Carla. *Coaching Ms. Parker.*
Myers, Walter Dean. *Mop, Moondance, and the Nagasaki Knights.*
Nelson, Vaunda Micheaux. *Mayfield Crossing.*
Jennings, Jay. *Teamwork.*

Stories

MacDonald, Margaret Read. "Lifting the Sky", from *Peace Tales.*
Fisher, Leonard Evertt. *Jason and the Golden Fleece.*
Tell "Parley Garfield and the Frogs" from Margaret Read MacDonald's *Twenty Tellable Tales.* Divide children into groups and have each group practice one of the frog choruses. Then retell the tale, with the frog choruses chiming in at the appropriate times. The children's voices in the frog "teams" make the story much funnier and more enjoyable.

Riddles

Rosenbloom, Joseph. *The World's Best Sports Riddles and Jokes.*

Poem

Arnoff, Arnold. "We Have Our Moments", from *Sports Pages.*

Songs

Nelson, Esther. "Let Us Endeavor" or "Sing, Sing Together" from *The Great Rounds Songbook.*

Games

Divide the children into teams and have a tug-of-war, three-legged race, or a relay race.

Foods

Sports drink, such as Gatorade, and small samples of Power Bars or other high-energy snacks.

Gymnastics

Ages: 4th–5th grade

90

Books:

Levy, Elizabeth. *The Winner.*
Barrett, Norman. *Gymnastics.*

Berke, Art. *Gymnastics.*
Bonham, Frank. *The Rascals From Gaskell's Gym.*
Harrah, Madge. *The Nobody club.*
Donovan, Pete. *Carol Johnston: The One-Armed Gymnast.*
Sinykin, Sheri Cooper. *Shrimpboat and Gym Bags.*
Guraedy, Ila. *Illustrated Gymnastics Dictionary for Young People.*
Springstubb, Tricia. *Eunice (the Egg Salad) Gottlieb.*

Stories

The Greek myth of Theseus and the Minotaur, followed by an account of the Minoan culture and its bull-leaping gymnasts who may have provided the historical basis for Theseus' battle with the Minotaur. Sources:
Fisher, Leonard Everett. *Theseus and the Minotar.*
Ventura, Piero. *In Search of Ancient Crete.*

Demonstration

Gymnastics demonstration by local gymnastics class, team, or camp, followed by lessons on a few simple gymnastics moves.

Craft

Olympic medals

Horsemanship

Ages: 4th–5th grade

Books:

Brown, F.K. *Last Hurdle.*
Byars, Betsy. *The Winged Colt of Casa Mia.*
Clutton-Brock, Juliet. *Horse.*
Farley, Walter. *The Young Black Stallion.*
Henry, Marguerite. *Misty of Chincoteague.*
Kudlinski, Kathleen V. *Earthquake!*
Martin, Ann M. *Me and Katie (the Pest).*
Rodenas, Paula. *The Random House Book of Horses and Horsemanship.*

Stories

Singer, Isaac Bashevis. *Naftali the Storyteller and His Horse, Sus.*
Turska, Krytyna. *Pegasus.*
Hodges, Margaret. *If You Had a Horse: Steeds of Myth and Legend.*
"The Goose Girl" from Yolen, Jane, ed. *Favorite Folktales From Around the World.*
"The Twins of Paikala Mountain" from Jagendorf, M.A. *The Magic Boat and Other Chinese Folk Stories.*

Poem

"Dear Pony" from Coville, Bruce, ed. *Herds of Thunder, Manes of Gold: A Collection of Horse Stories and Poems.*

Display

Horse books, with curry comb, saddle blanket, halter, horse shoes, oats, and so on.

Program

Arrange for an experienced equestrian to bring a particularly gentle horse and give a talk on horse care. Divide children into teams. Equip each team with supplies for cleaning the horse's harness and saddle. Horse owner then demonstrates proper way to harness and saddle horse.

Food

Alfalfa sprouts and oatmeal cookies.

Olympic Sports

Ages: 4th–5th grade

Books

Arnold, Caroline. *The Olympic Summer Games.*
Christopher, Matt. *Red-Hot Hightops.*
Gilbert, Nancy. *The Special Olympics.*
Gorman, S.E. *Soccer is a Kick.*
Killien, Christi. *The Daffodils.*
Knudson, R.R. *Rinehart Lifts.*
Liss, Howard. *The Giant Book of More Striange But True Sports Stories.*
McGuire, William. *The Summer Olympics.*
McMane, Fred, and Catherine Wolf. *The Worst Day I Ever Had.*

Poem

"First in the Pentathlon" by Lucilius, from Tom Dodge, ed., *A Literature of Sports.*

Stories

With brief explanation of the Trojan War, shorten and re-tell "Funeral Games" and "The Wooden Horse" from Rosemary Sutcliff's *Black Ships Before Troy.*

Games, Riddles & Puzzles

Bernstein, Joanne E. *Sporty Riddles.*

Program

Hold jump rope "Olympics", using John Langstaff's *Shimmy, Shimmy, Code-Ca-Pop,* or Gloria Delamar's *Children's Counting-Out Rhymes, Fingerplays, Jump-Rope, and Bounce-Ball Chants and Other Rhymes.*

Craft

It's Greek to Me (T-shirt decoration)

Make laurel wreaths with yellow construction paper and gold paint or glitter glue.

Silly Sports

Ages: 4th–5th grade

Books

Elish, Dan. *Jason and the Baseball Bear.*
Gay, Kathryn. *They Don't Wash Their Socks!*
Hurwitz, Johanna. *Baseball Fever.*
Kalb, Jonah. *The Goof that Won the Pennant.*
Kline, Suzy. *Orp Goes to the Hoop.*
Konigsburg, E.L. *About the B'Nai Bagels.*
Park, Barbara. *Skinnybones.*
Peck, Robert Newton. *Soup's Hoop.*
Roos, Stephen. *My Horrible Secret.*

Stories

"Nasreddin and the Third Sho", from Barbara K. Walker's *A Treasury of Turkish Folktales for Children.*

"The Wrestling Contest Between the Cat and the Tortoise", from Abayomi Fuja's *Fourteen Hundred Cowries, and Other African Tales.*

"Jean Britisse, the Champion", from Harold Courlander's *The Piece of Fire, and Other Hatian Tales.*

Senor Coyote and the Dogs", from Harold Courlander's *Ride With the Sun: An Anthology of Folk Tales and Stories from the United Nations.*

Games, Riddles & Puzzles

Keller, Charles. *What's the Score? Sports Jokes.*

Poem

Casey at the Bat.

Song

To the tune of "Turkey in the Straw", sing the same line over and over: "Oh, the swimmer swam along with a silly-sounding song." Each time you reach the end of the song, start over more loudly, but leave the last word out until finally you are singing the whole thing silently. Then sing the song loudly once more.

Program

Have a tongue-twister tournament. Use source such as Charles Keller's *Tongue Twisters* or Joseph Rosenblooms's *World's Toughest Tongue Twisters.*

The Olympics: Yesterday's Glory . . . Tomorrow's Dream!

Ages: 5th–6th grade

Biographies

Miklowitz, Gloria D. *Nadia Comaneci.*
Gelman, Steve. *Young Olympic Champions.*
Washington, Rosemary G. *Mary Lou Retton: Power Gymnast.*

Non-fiction

Pursuit of Excellence: The Olympic Story.
History of the Olympics.
Cohen, Danice. *Going for the Gold.*
The Olympics.
Associated Press.. *A Century of Champions.*

Fiction

Jackson, C. Paul. *Junior High Freestyle Swimmer.*
Freeman, Mark. *Play Off Pressure.*
Hughes, Dean. *Angel Park All-Star Series.*

Program

Organize a Quiz Bowl using the following books for questions:
- Arbus, Loreen. *Test Your Trivia IQ.* (p. 67)
- Benagh, Jim. *Incredible Athletic Feats.*

Display

Create an Olympic time line: use a large map of the world and trace the history of the Olympics by pinpointing geographic locations of the games.

Food

Serve bite-size slices of Energy Bars and Gatorade.

Film

The Ancient Games (28 min.)
Fire & Ice: Winter Olympics, 1980 (38 min.)

A Special Kind of Hero

Ages: 6th grade

Biographies

Van Ripper. *Jim Thorpe, Indian Athelete.*
Kaufman, Mervyn. *Jesse Owens.*
Kusz, Natalie. *Road Song.*

Biracree, Tom. *Wilma Rudolph: Champion Athelete.*

Non-Fiction

Smith, Jean Kennedy. *Chronicles of Courage.*
Harries, Joan. *They Triumphed Over Their Handicaps.*
Henriod, Lorraine. *Special Olympics and Paralympics.*
Wolf, Bernard. *Don't Feel Sorry for Paul.*
Adams, Barbara. *Like It Is.*
Sullivan, Mary Beth. *Feeling Free.*

Fiction

Brancato, Robin. *Winning.*
Crutcher, Chris. *The Crazy Horse Electric Game.*
Voigt, Cynthia. *Izzy, Willy-Nilly.*
Rostkowski, Margaret I. *After the Dancing Days.*
Salis, Susan. *An Open Mind.*

Activity

Have the children search books in the library to find the answers to a list of questions about the Olympics. Sample questions can be found in *Media Skills Puzzlers* by Ruth Toor.

Snack

No-bake Peanut Butter Cookies

Films

Heartbreak Winner (47 min.)
It's a Mile from Here to Glory (47 min.)
Niambi (25 min.)
Crossbar

You Can Do It (A Program on Self-Esteem)

Age: 6th grade

Biographies

Johnson, Dave. *Aim High: An Olympic Decathlete's Inspiring Story.*
Johnson, Rick L. *Jim Abbott: Beating the Odds.*

Non-fiction

Booher, Diana Daniels. *Making Friends with Yourself and Other Strangers.*
Palmer, Pat. *Teen Esteem: A Self-direction Manual for Young Adults.*

Fiction

Greene, Constance C. *Monday I Love You.*

Rapp, Adam. *Missing the Piano.*
Snyder, Zilpha Keatley. *Cat Running.*

Program

Let the 5th and 6th grade children practice and present a puppet show for younger children. A suggested script is "The Story of Possum", a theme of encouragement in becoming more than we believe we can be, which is in the "Puppets and Puppet Plays" section of Storytime Components.)

Songs

High Hopes

Recipes

"Team" Treats and Carob Energy Shake

Films

The Courage to Succeed (28 min.)
It's a Mile From Here to Glory (47 min.)
Niambi (30 min.)

Kites

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Books to read

Asch, Frank. *Bear's Bargain.*
Foreman, Michael. *Cat & Canary.*
Gibbons, Gail. *Catch the Wind! All About Kites.*
Peters, Sharon. *Pussycat Kite.*

Related stories

Peet, Bill. *Merle the High Flying Squirrel.*
Ruthstrom, Dorotha. *The Big Kite Contest.*
Titus, Eve. *Anatole Over Paris.*

Filmstrips with cassettes

Curious George Flies a Kite (14 min.) Random House
The Kite Ride (8 min.) Society for Visual Education
Cat & Canary (5 min.) Weston Woods Studios, Inc.

Songs

"Let's Go Fly a Kite" from The Walt Disney Song Book, Golden Press

Fingerplays/action rhymes

"The Kite" from *Finger Frolics Revised* by Liz Cromwell, Dixie Hibner and John R. Faitel.

Tell and Draw Stories

Summer Day (in "Stories" section of Storytime Components, p. 186)

Program tips

Buy an inexpensive colorful kite to introduce the program. "Catch the Wind! All About Kites" will serve as a simple introduction to the world of kites, as well as offer an overview of kite-flying safety rules.

Make kite craft, then go outside and fly.

Invite some expert from a toy or hobby store to bring some small kites to exhibit and discuss.

Fly kites, then let children take the kites home.

Sports

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Books to read

Brown, Marc. *D.W. Flips!*
Carlson, Nancy. *Bunnies and Their Sports.*
Friend, David. *Baseball, Football, Daddy and Me.*
Kessler, Leonard P. *Old Turtle's Winter Games.*
Yolen, Jane. *Mice on Ice.*

Related stories

Calhoun, Mary. *Cross Country Cat.*
DiVito, Anna. *Elephants on Ice.*
Kessler, Leonard P. *On Your Mark, Get Set, Go!*
Muntean, Michaela. *Bicycle Bear.*

16mm films/videos

Curious George Rides a Bike (10 min.) Weston Woods Studios, Inc. (also available in Spanish)
Double Dribble (8 min.) Walt Disney Educational Media Company
How to Play Baseball (8 min.) Walt Disney Educational Media Company
The Olympic Champ (8 min.) Walt Disney Educational Media Company
Tennis Racquet (7 min.) Walt Disney Educational Media Company
Tortoise and the Hare (8 min.) Walt Disney Educational Media Company

Filmstrips with cassettes

Frog and Toad Are Friends: A Swim (6 min.) Random House/Miller Brody

I'm No Fool in Water (7 min.) Walt Disney Educational Media Company
I'm No Fool with a Bicycle (7 min.) Walt Disney Educational Media Company

Songs

"A Bicycle Built for Two"from Disney's Children's Favorites, Disneyland/Vista Records
"Sneakers" from Circle Around (Tickle Tune Typhoon), Tickle Tune Typhoon Records
"Take Me Out to the Ball Game" from Disney's Children's Favorites, Disneyland/Vista Records

Creative dramatics

"Skate," "play" baseball, run in place, "play" football, basketball or tennis, "swim", "ski", etc.

Fingerplays/action rhymes

"My Bicycle" from *Play Rhymes* by Marc Brown
"Great Big Ball" from *The Eentsy, Weentsy Spider Fingerplays and Action Rhymes* by Joanna Cole and Stephanie Calmenson.

Poems

"Stringbean Small" and "Michael Built a Bicycle" from *The New Kid on the Block* by Jack Prelutsky

Crafts

Olympic Medal

Program tips

Introduce the program by dressing athletically and pulling reading material out of a sports bag. Dress mascot, too! Have some sports equipment available to show children--skates, balls, bats, skis, tennis racquets, etc.--and discuss. (Perhaps sportsminded staff members can supply you with equipment, or check with your local high school.)

Bunnies and Their Sports offers a nice overview of different sports.

Bicycle safety can be discussed using the filmstrip *I'm No Fool With a Bicycle.* Invite a police officer to visit and lead a discussion.

Invite area athletes to visit and meet with the children. Ask children to name their favorite sports stars or events.

Award reading medals at the conclusion of the program.

Take home

Give each child a self-adhesive star to wear because they are reading stars! Always tuck a book into your sports bag and read about your favorite sports and/or sports personalities.

STORYTIME COMPONENTS

Activities

Balloons
by Kytara Gaudin, Ascension Parish Library

Blow up balloons for each child. Use rubber bands or strings to tie the balloons. Have the children decorate by drawing on the balloons with markers. Have the children keep their balloons in the air by using their hands and by blowing on it. Finally, tape or tie the balloon to a dowel rod or a small stick for the children to take home.

Balls
by Emily Jackson, East Baton Rouge Parish Library

Gather a large assortment of balls by borrowing them from families, schools, and city recreation departments. Try for as much variety as possible. Look for regulation balls from such sports as volleyball, racquetball, football, ping pong, basketball, tennis, golf, and pool. Look, too, for beach balls and superballs, balls for jacks, balls with bells inside, Koosh balls and Velcro balls. Have children sort them by color, size, texture, squeezability, and bounciness.

Bean Bag Catch: throw and catch a beanbag. One beanbag should be used with two children, or the adult and child. Toss the beanbag gently on the count of three, directing the throw so that it is not wild.

For very young children, pass out rolled up socks and have them toss the socks into a tilted laundry basket.

Racing
by Karen Plauche, Tangipahoa Parish Library

Dress like a runner: Write numbers on paper similar to that of a Marathon runner. With tape, attach a number to each child's back. Now, they are ready to stretch and prepare for the race.

Run in place: Tell the children to pretend to be running a race, however, since this is an imaginary race, they must run in place. See how fast those legs can move and tell them they are all winners.

Relay race: If space permits, allow children to have a relay race outdoors. Make a baton by wrapping paper around an empty toilet paper roll.

Coloring Pages and Handouts

Additional Coloring Books

Benjamin Franklin Stamp Club Coloring Book. U.S. Postal Service, Pub. 39, Aug. 1989. (includes coloring sheets of Olympic stamps and sports figures stamps.)

The Berenstain Bears. A Golden Book, Western Pub. Co. Racine, Wisconsin, 1991. (includes sports of all kinds)

Fun and Easy: A Deluxe Color/Activity Book. A Golden Book, Western Pub. Co. Racine, Wisconsin, 1989. $2.27. (includes sports, colors, and gingerbread man puzzle)

Fun at Christmas: A Coloring Book. Illus. by John E. Johnson. Random House, 1981. ISBN 0-394-84710-5

I Love Sports Coloring Book. Creative Child Press. Playmore, Inc., Pub. and Waldman Pub. Corp., 1986. $.99.

It's A Beautiful Day. Creative Child Press. Playmore, Inc., Pub. and Waldman Pub. Corp., 1991.

Jumbo Coloring and Activities Book. Landoll, Inc., 1993. $1.00. (includes "Help the Tortoise Catch the Hare" maze)

McClure, Nancee. *The Good Apple Book of Reproducible Patterns: A Colossal Collection of Captivating Images.* Good Apple, 1991. ISBN 0-86653-622-1.

My Chunky Happy Days Coloring Book. Creative Child Press. Playmore, Inc., Pub. and Waldman Pub. Corp., 1988. $.97. (includes Hare and Tortoise sitting at a table)

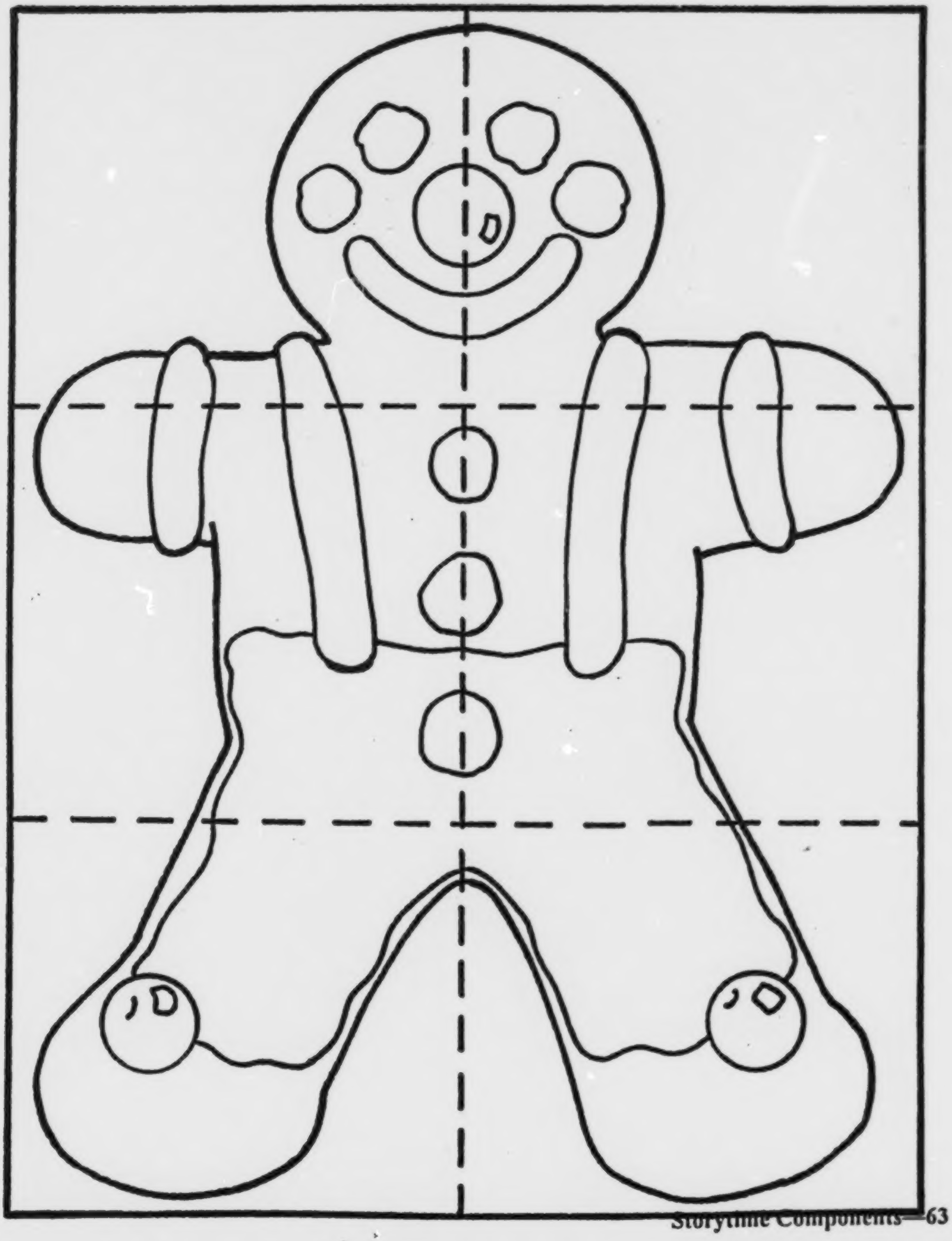
My Chunky, I Love Crayons Coloring Book and Activity Book. Creative Child Press. Playmore, Inc., Pub. and Waldman Pub. Corp., 1991. $1.00.

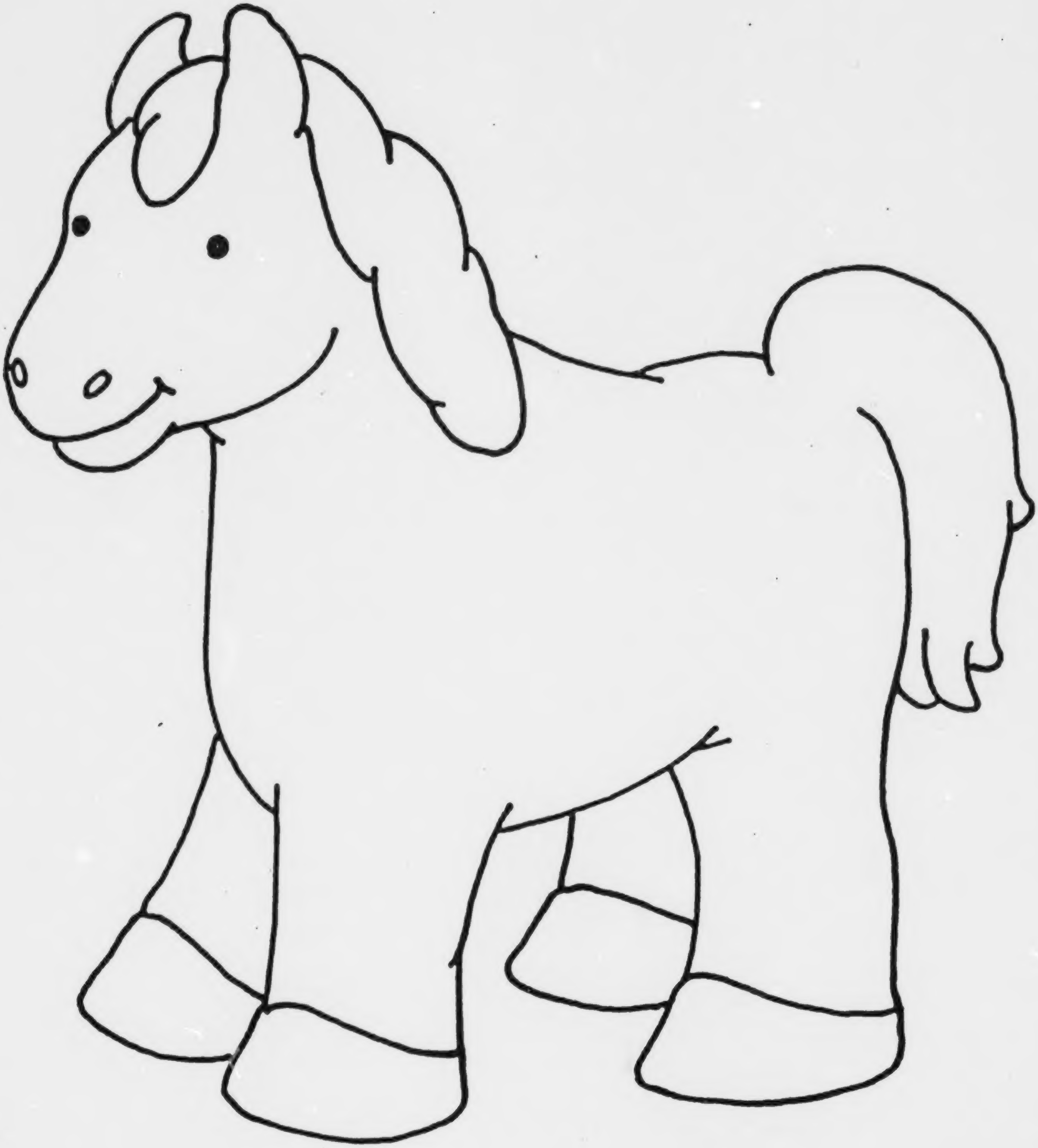
My Chunky, Lots to Do Coloring and Activity Book. Creative Child Press. Playmore, Inc., Pub. and Waldman Pub. Corp., 1991.

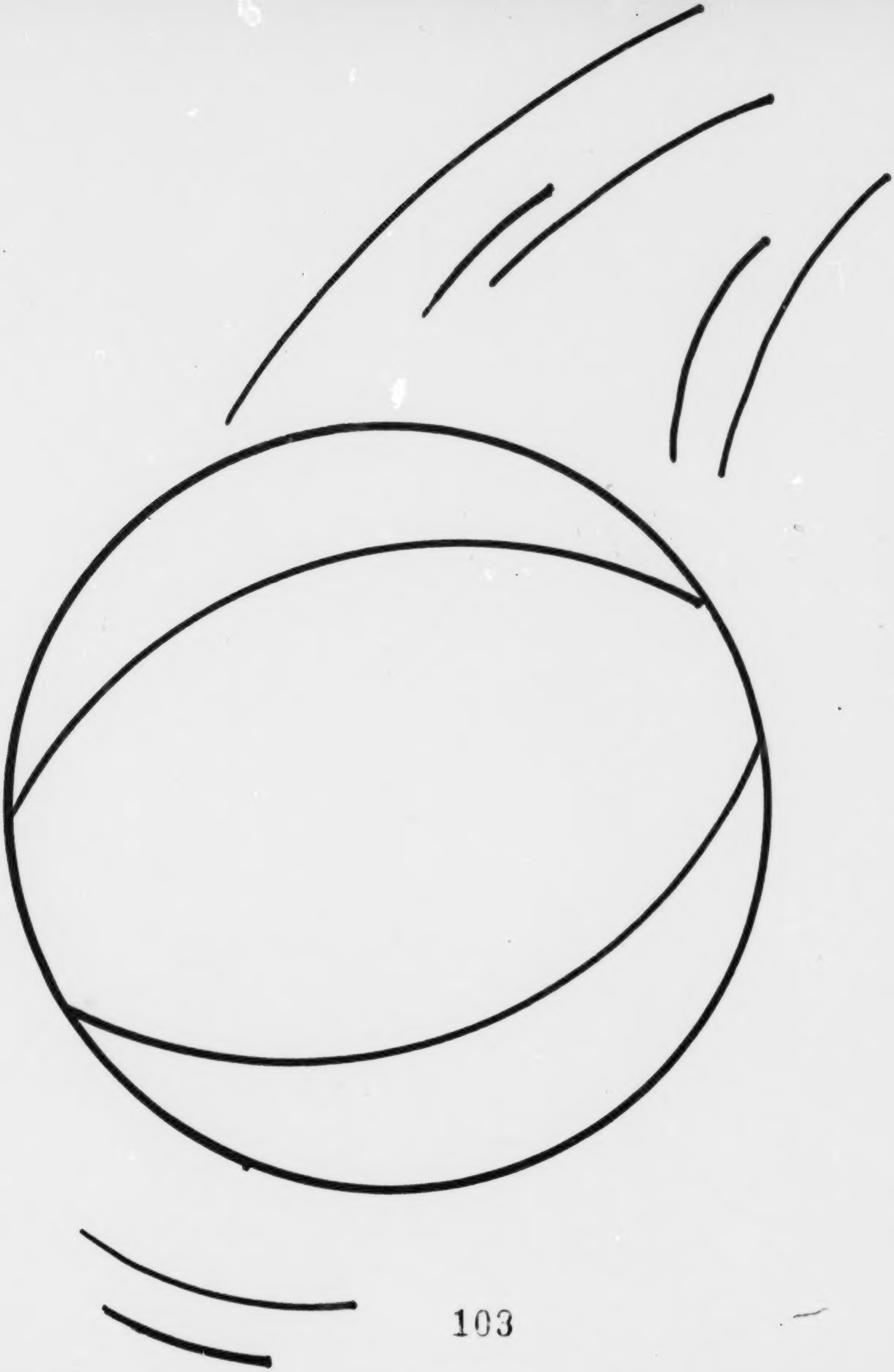
My Learning Readiness Coloring Book. Creative Child Press. Playmore, Inc., Pub. and Waldman Pub. Corp., 1986.

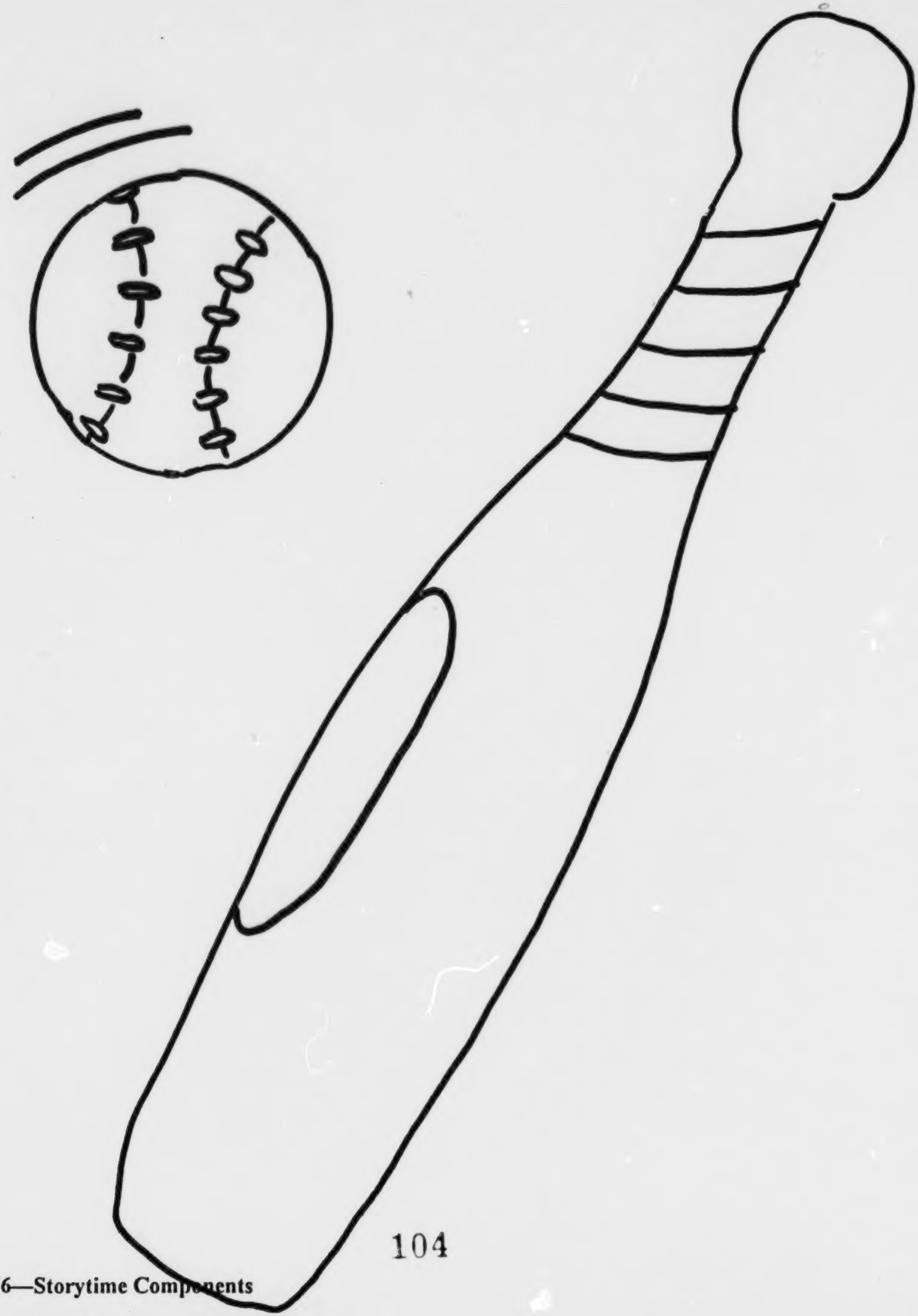
The Sesame Street A to Z Coloring Book. Western Publishing Co. Racine, Wisconsin, 1976. $.93.

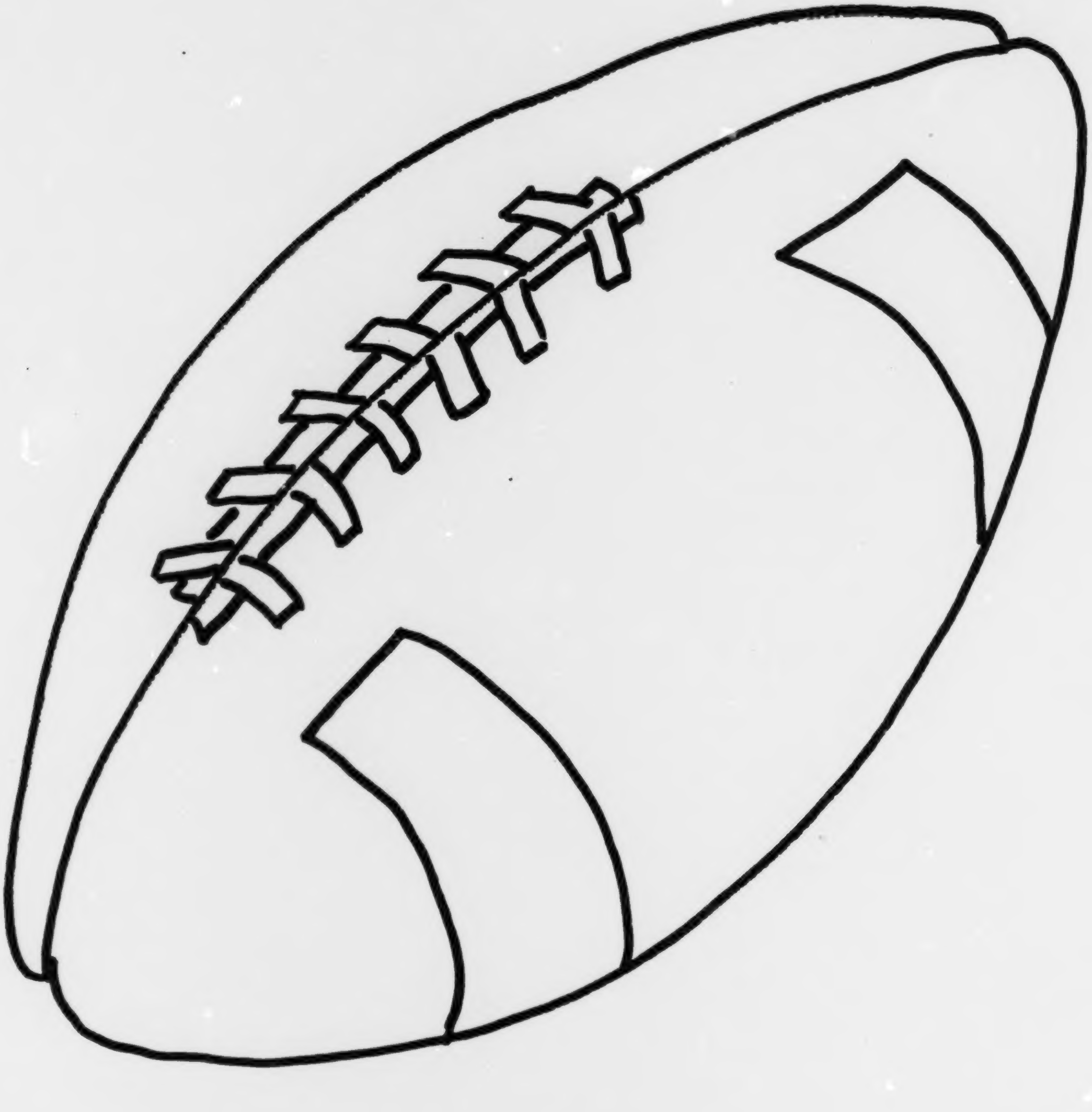
Cut out the puzzle pieces. Mix them up and try to put the picture back together.

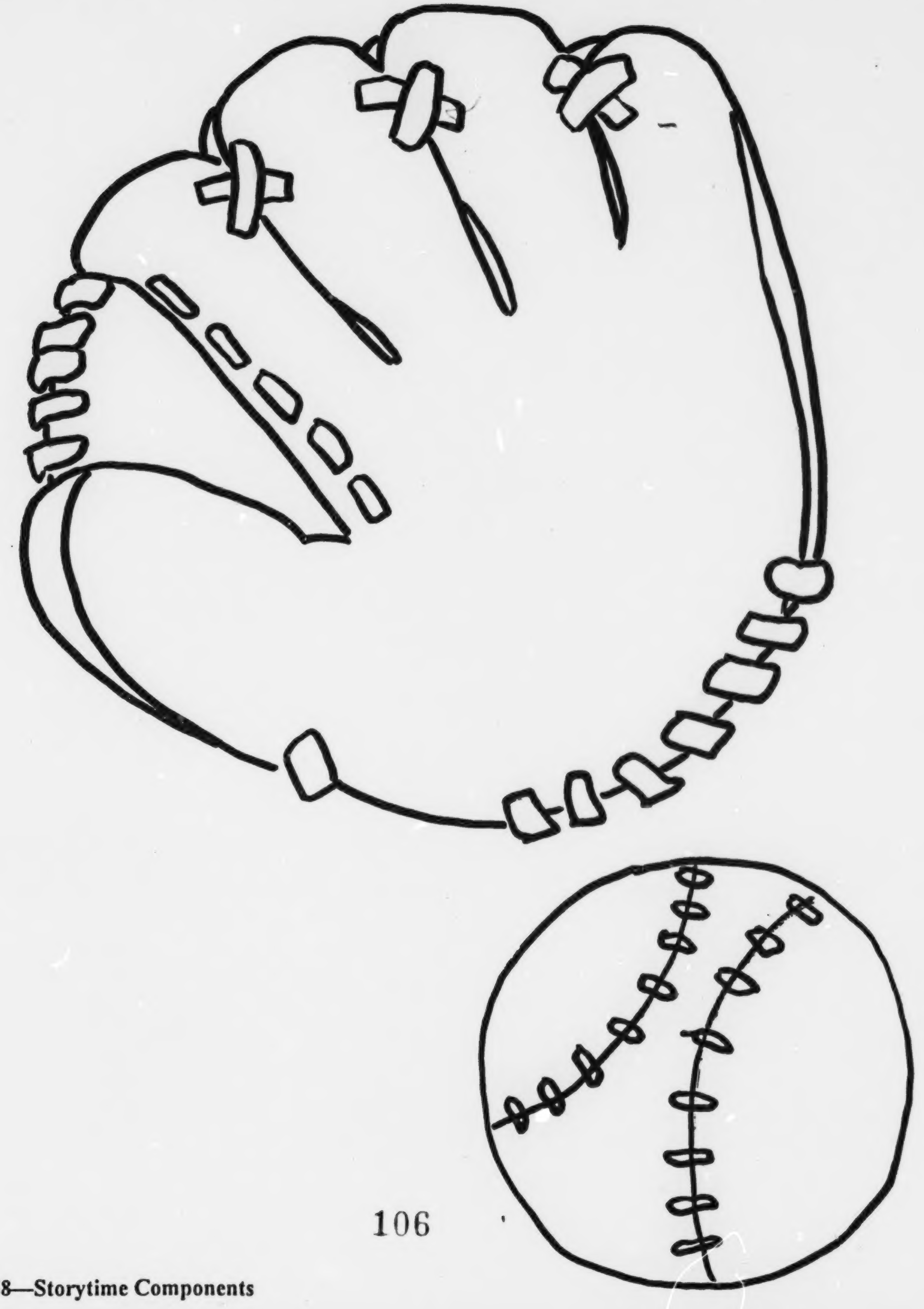












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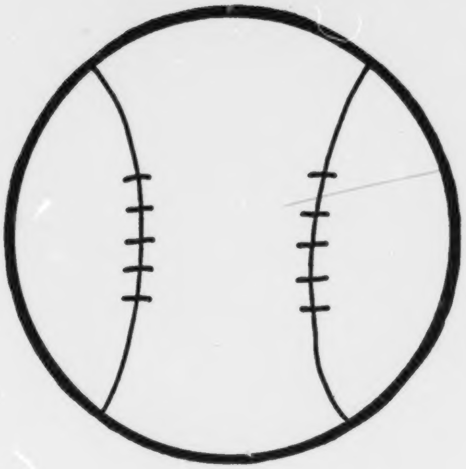

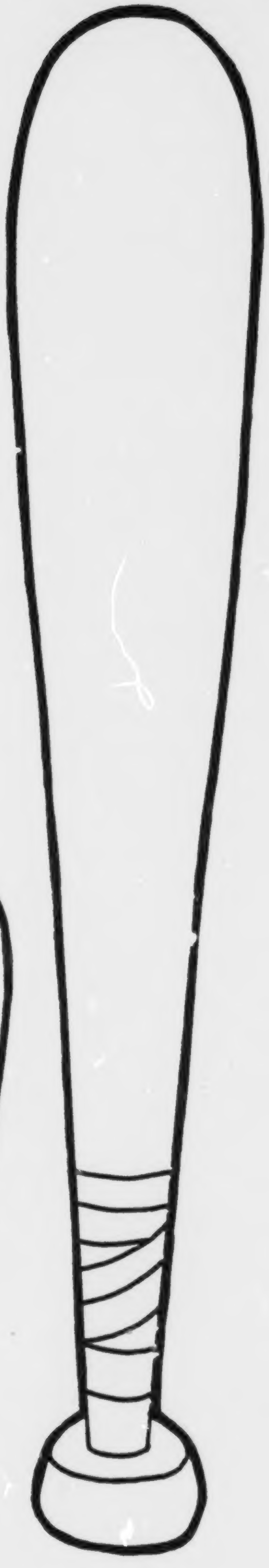

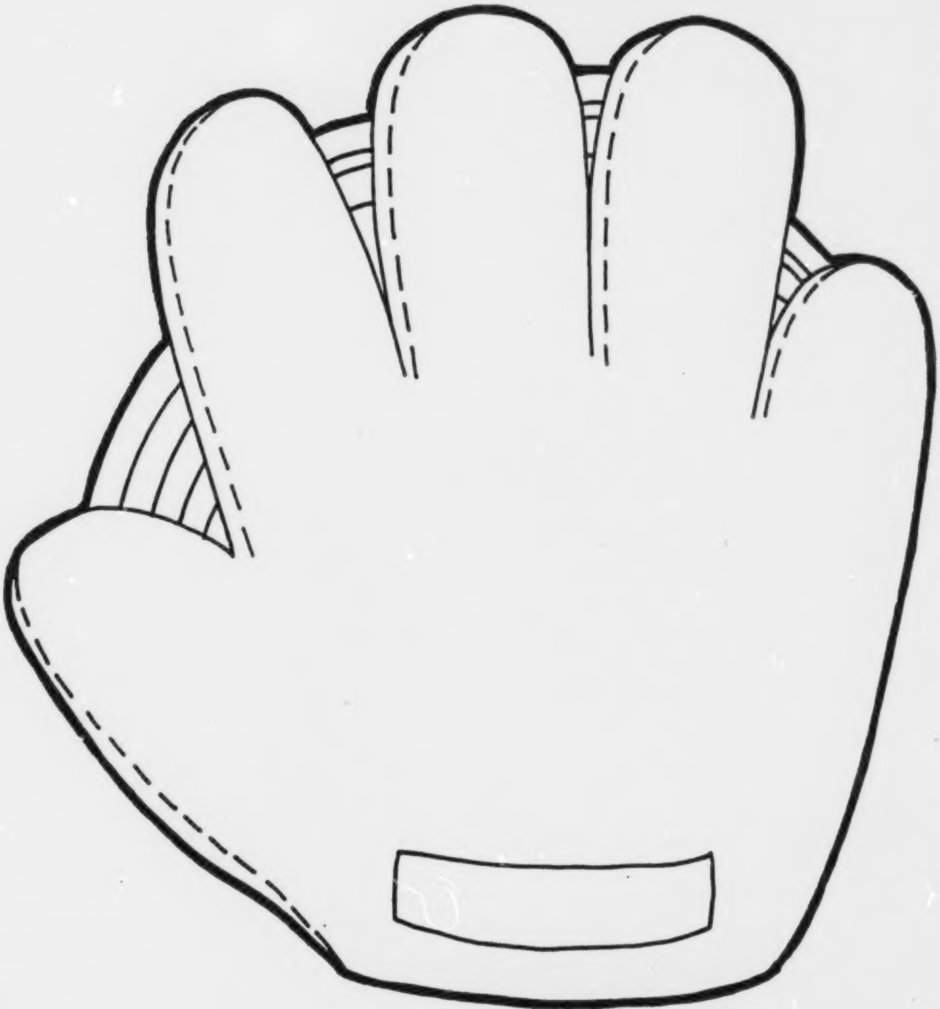

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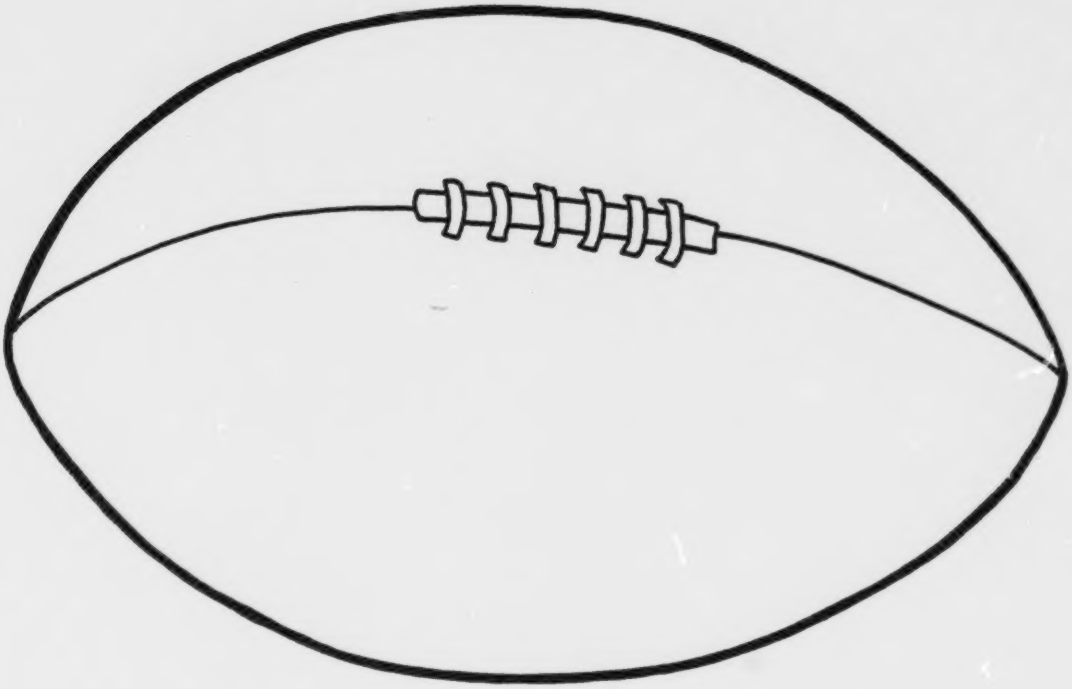

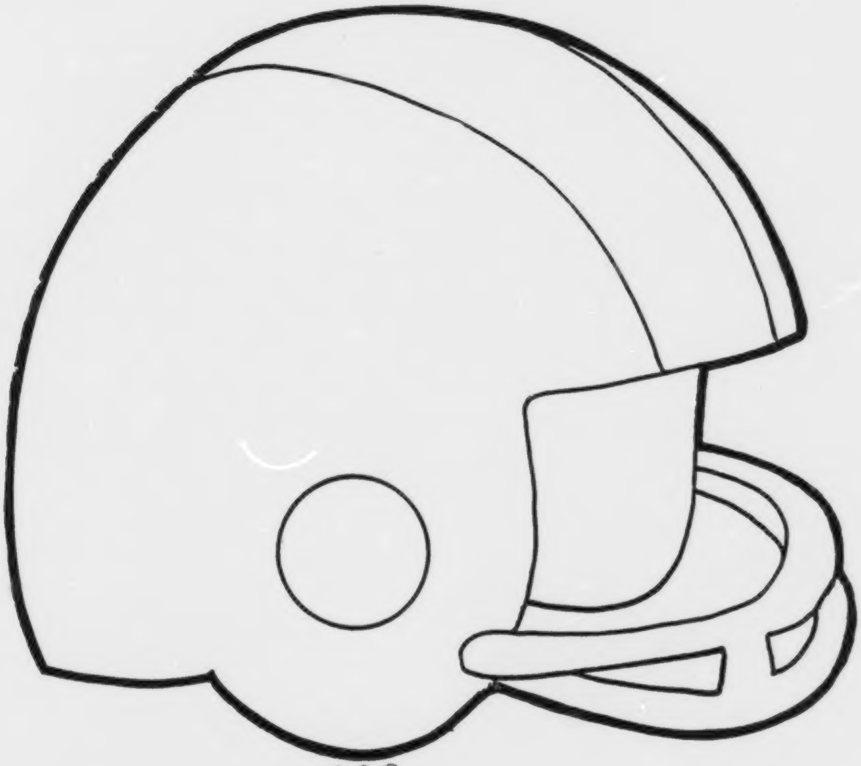

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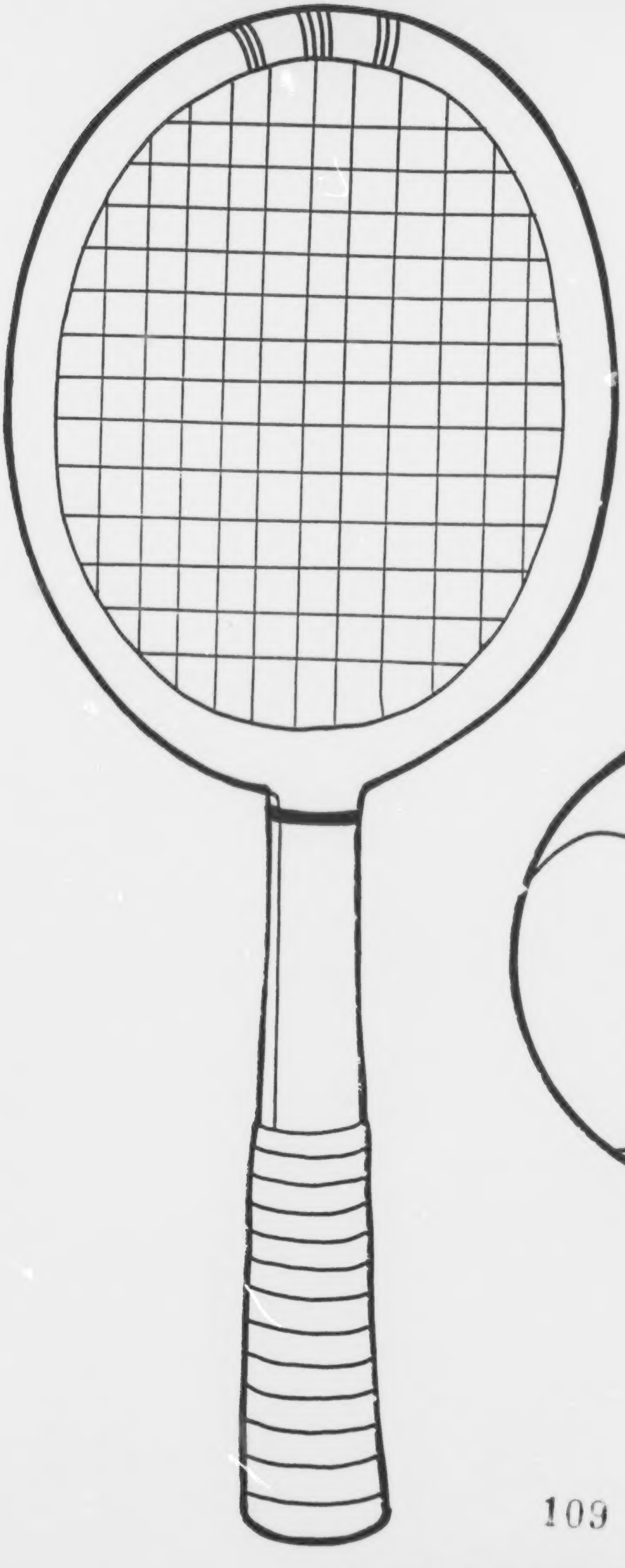

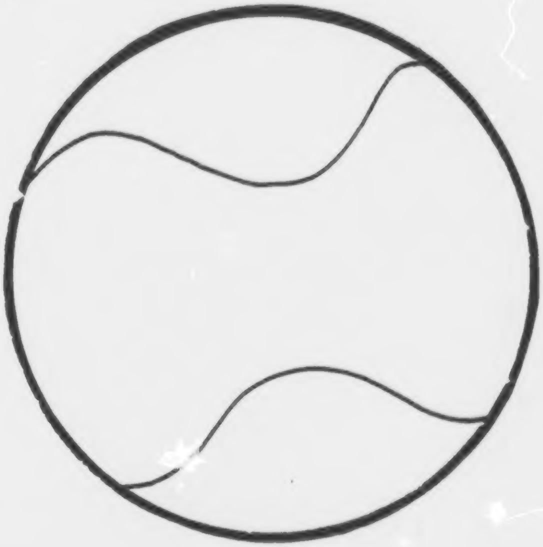

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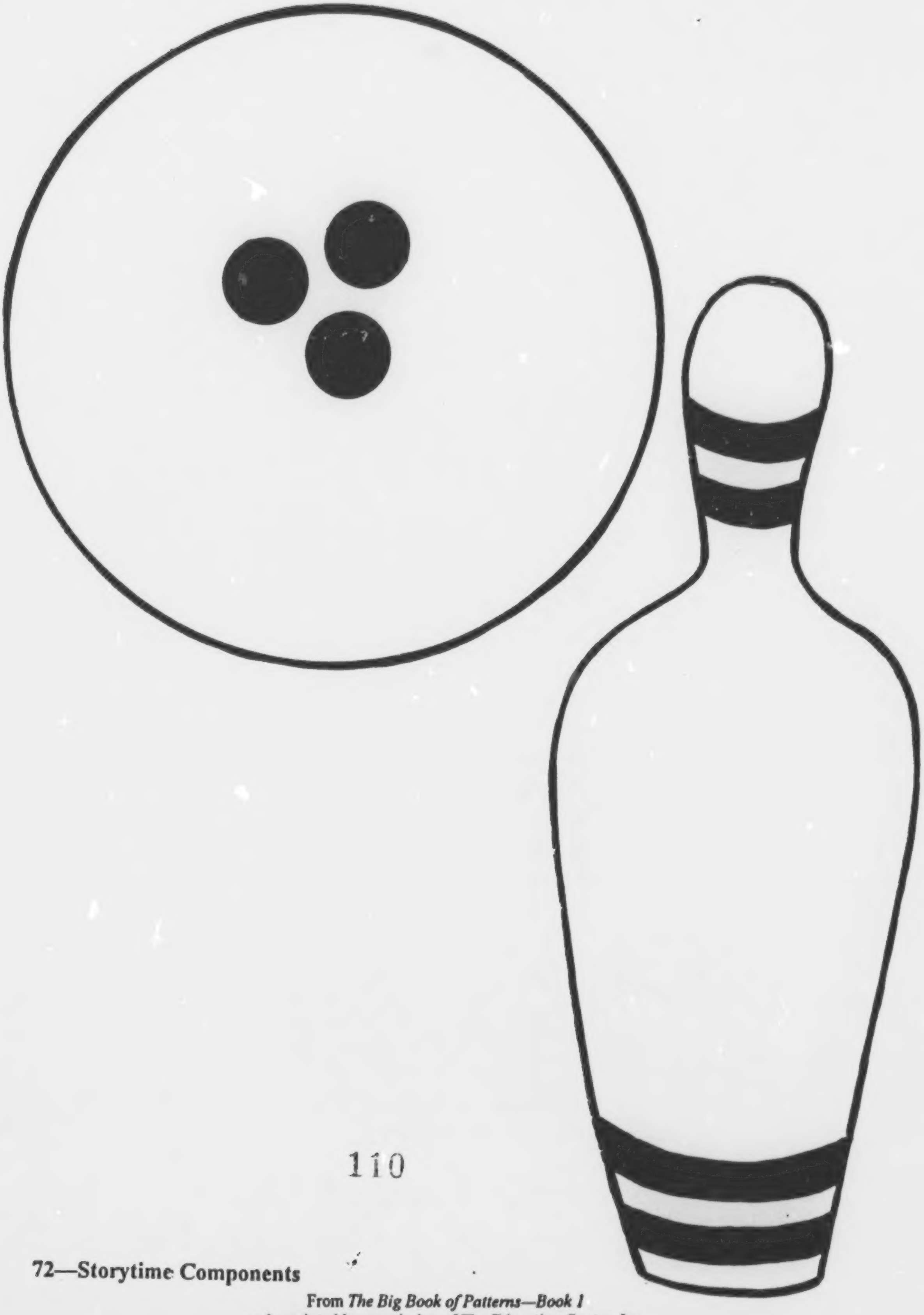

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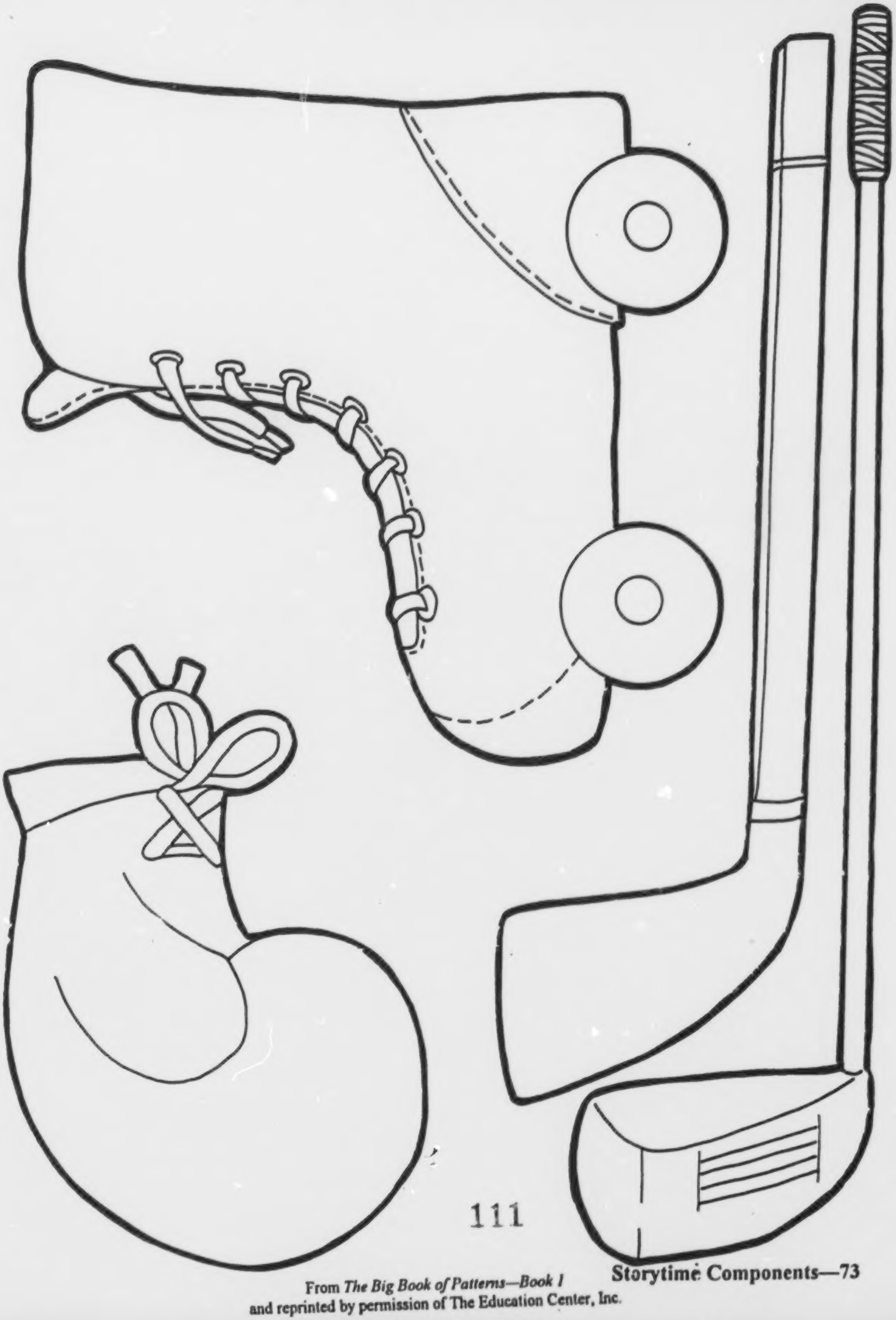

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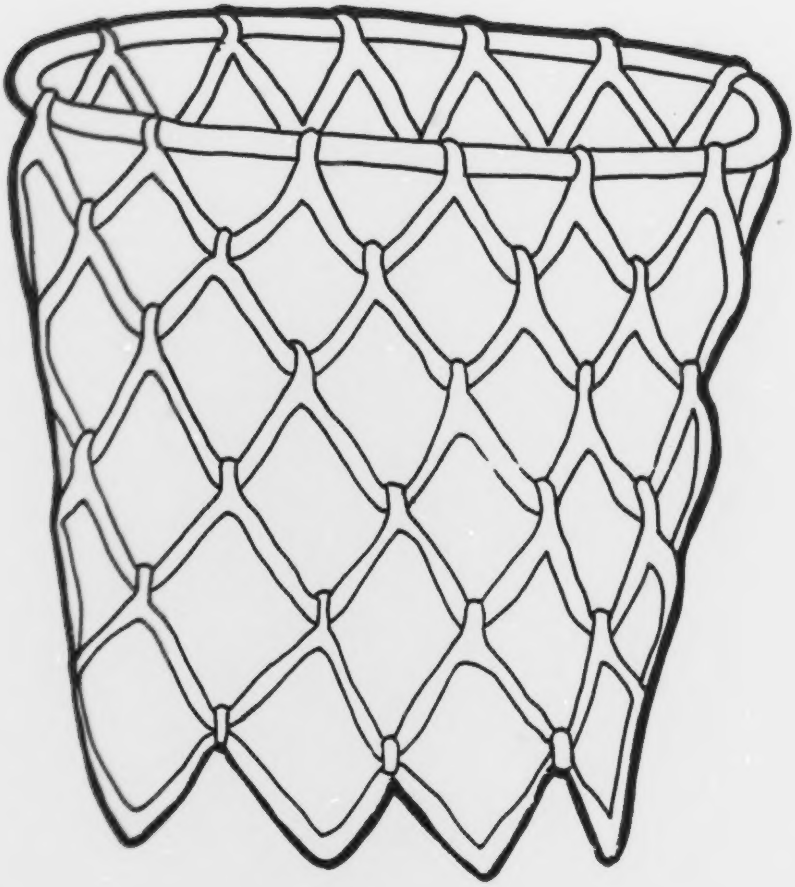

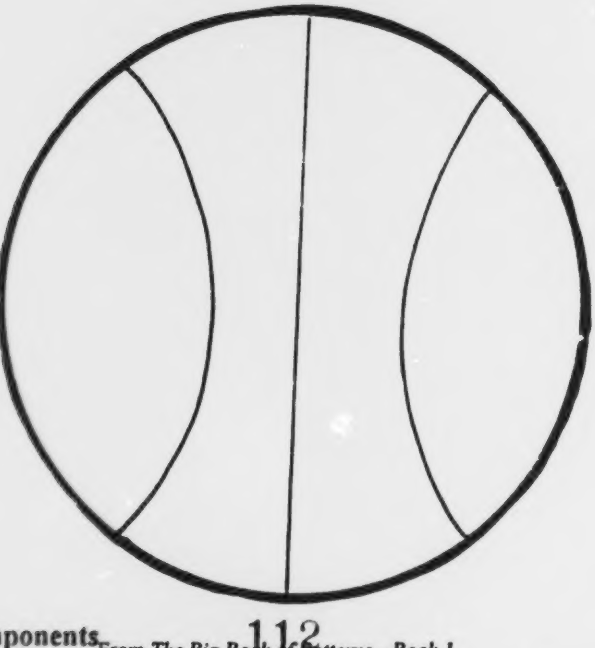

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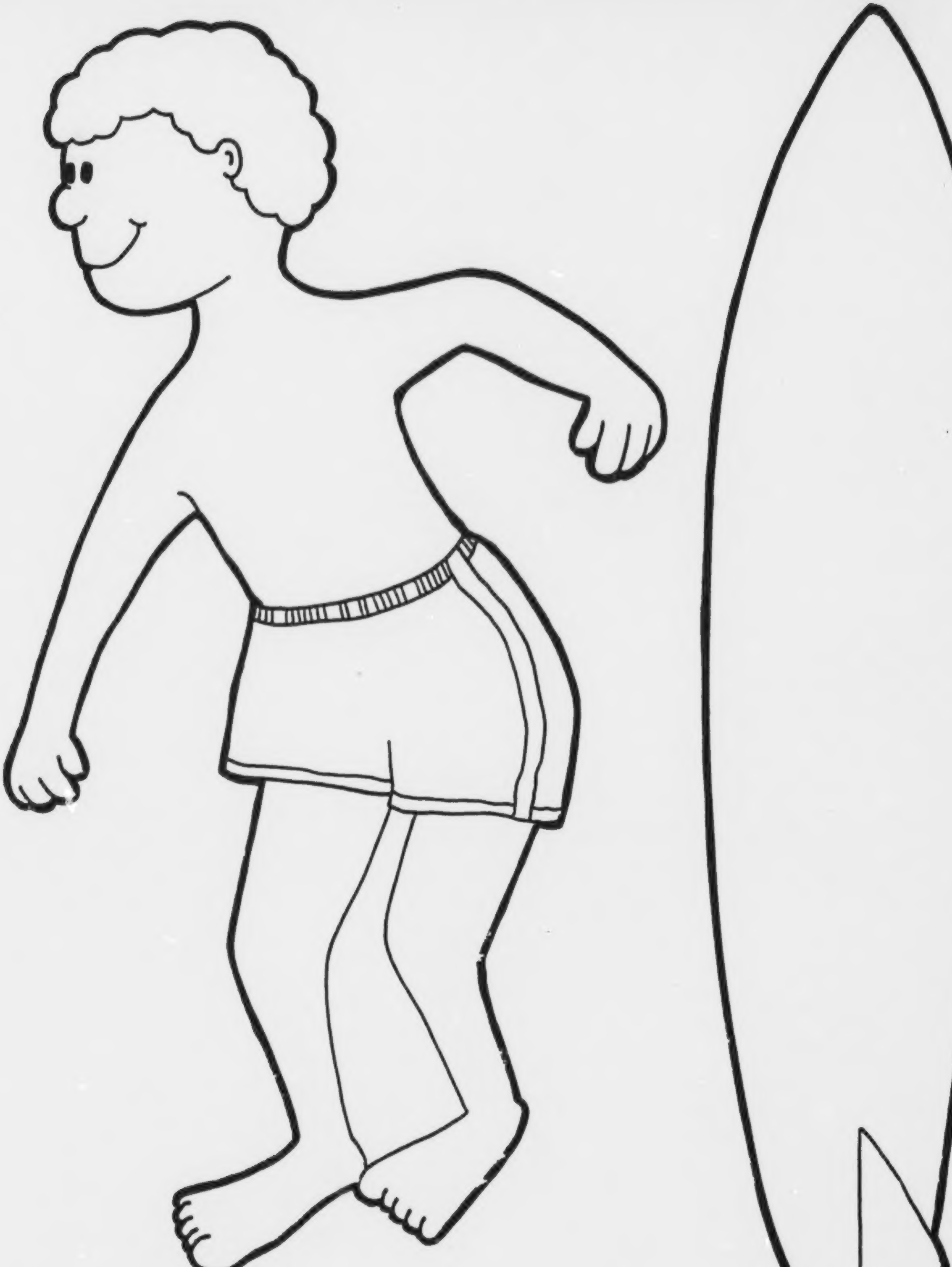

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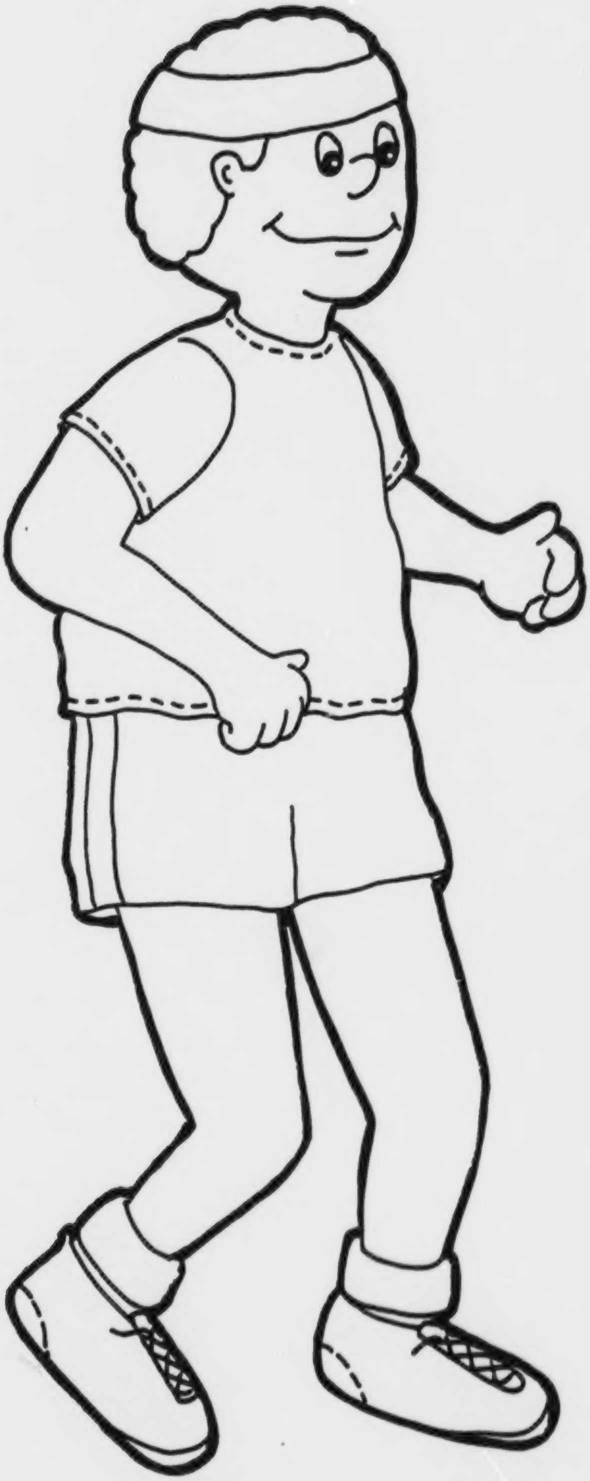

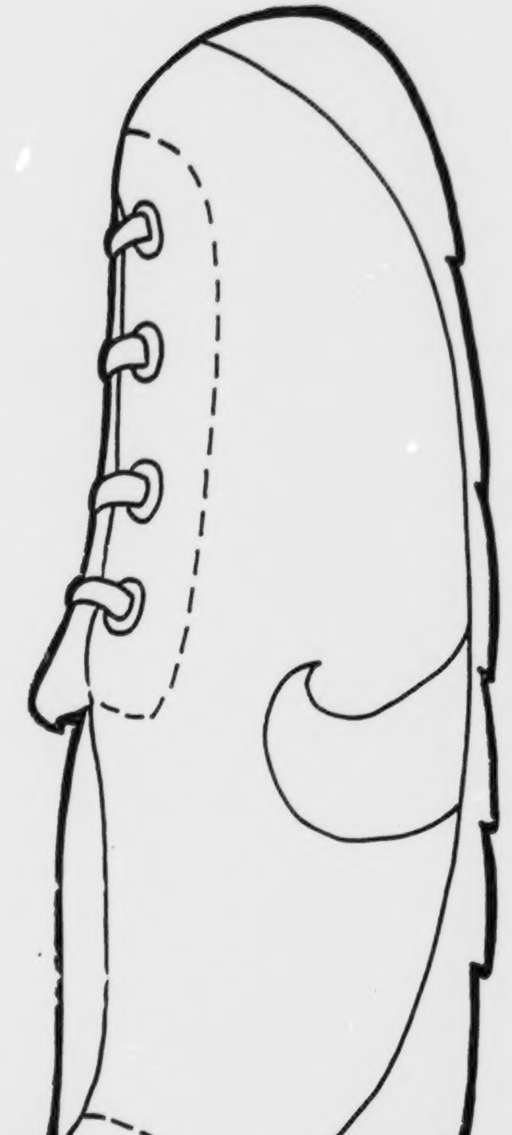

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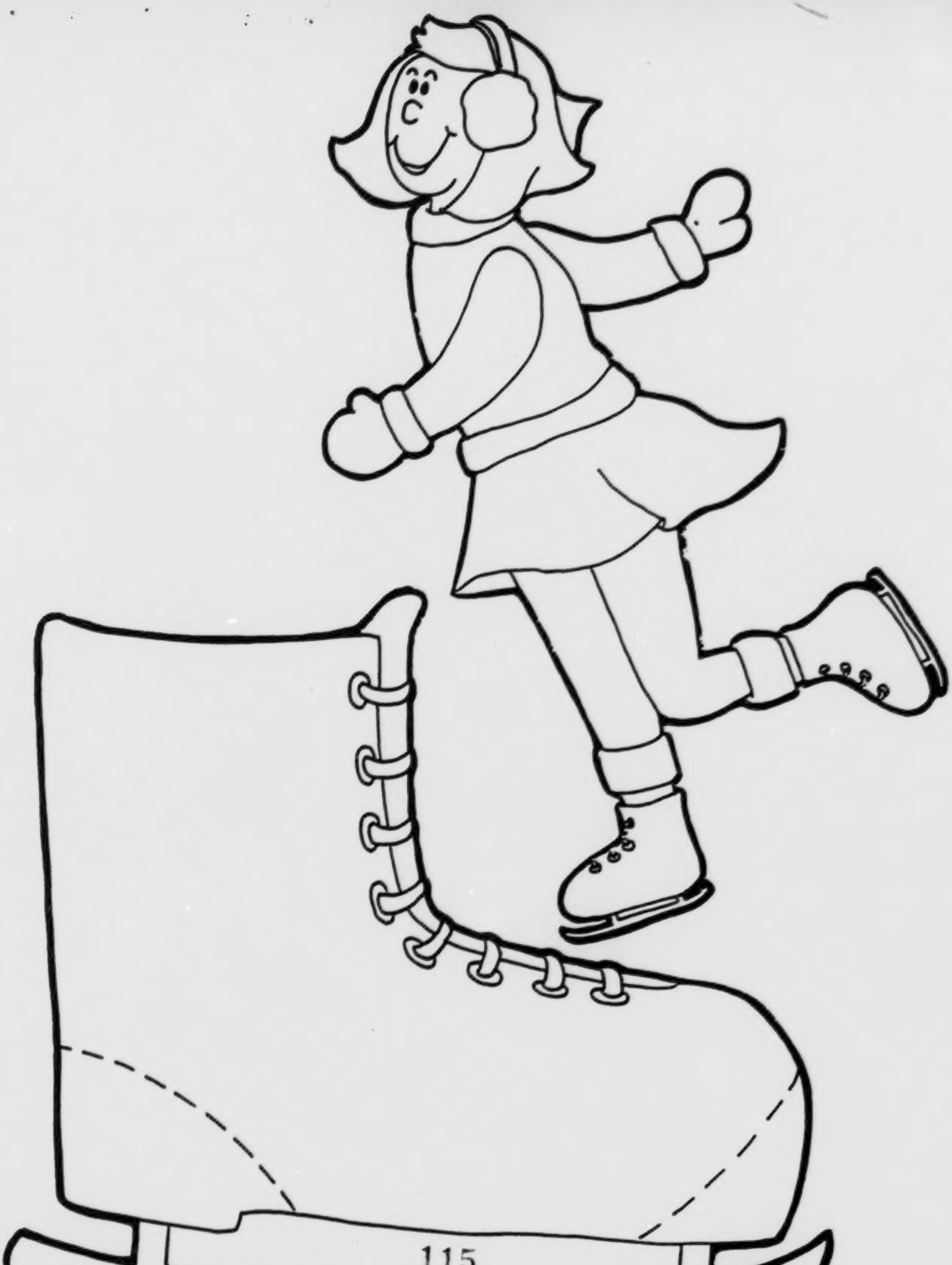

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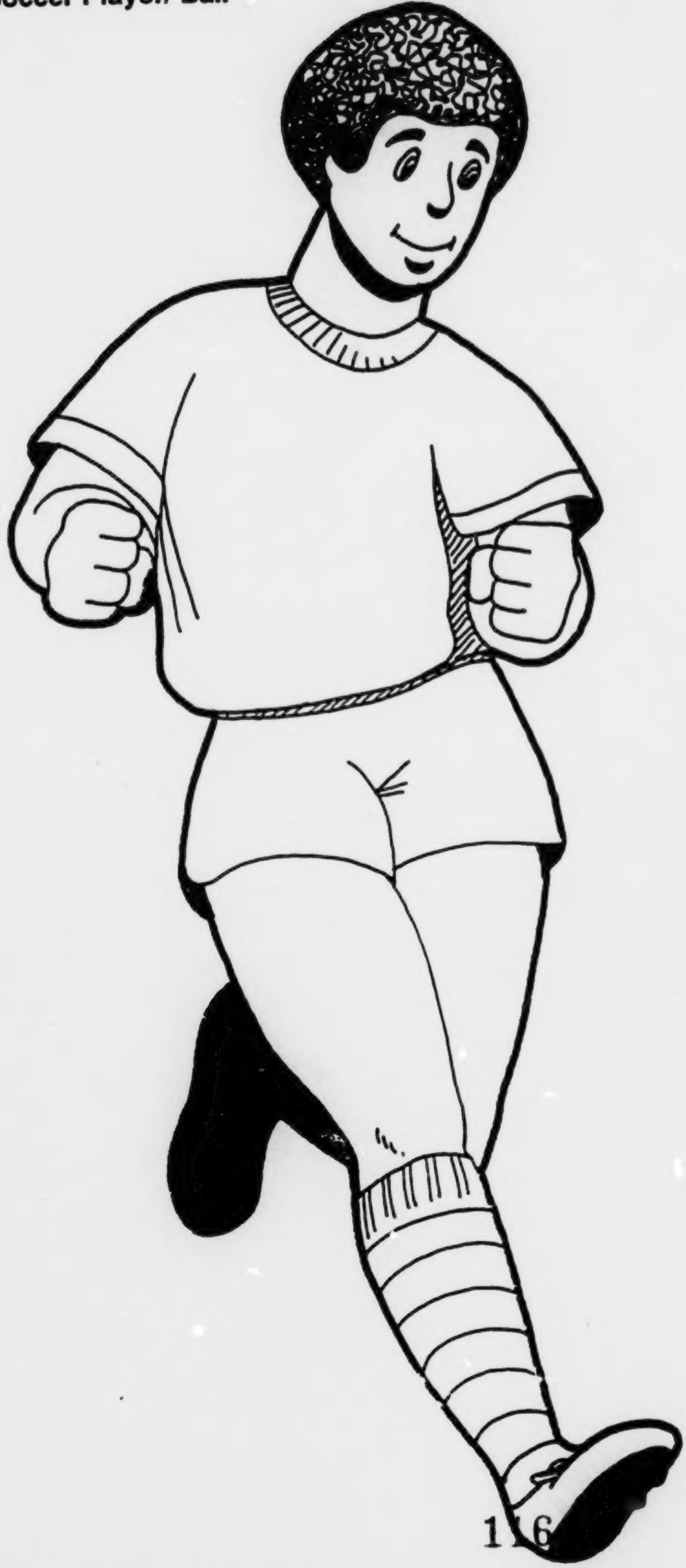
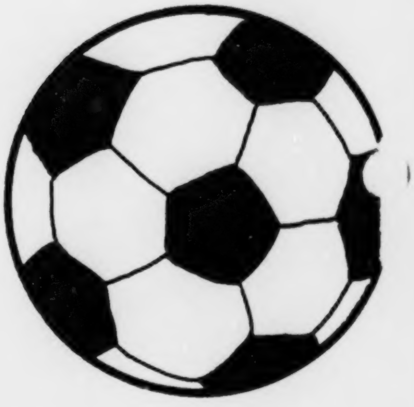
Soccer Player/ Ball





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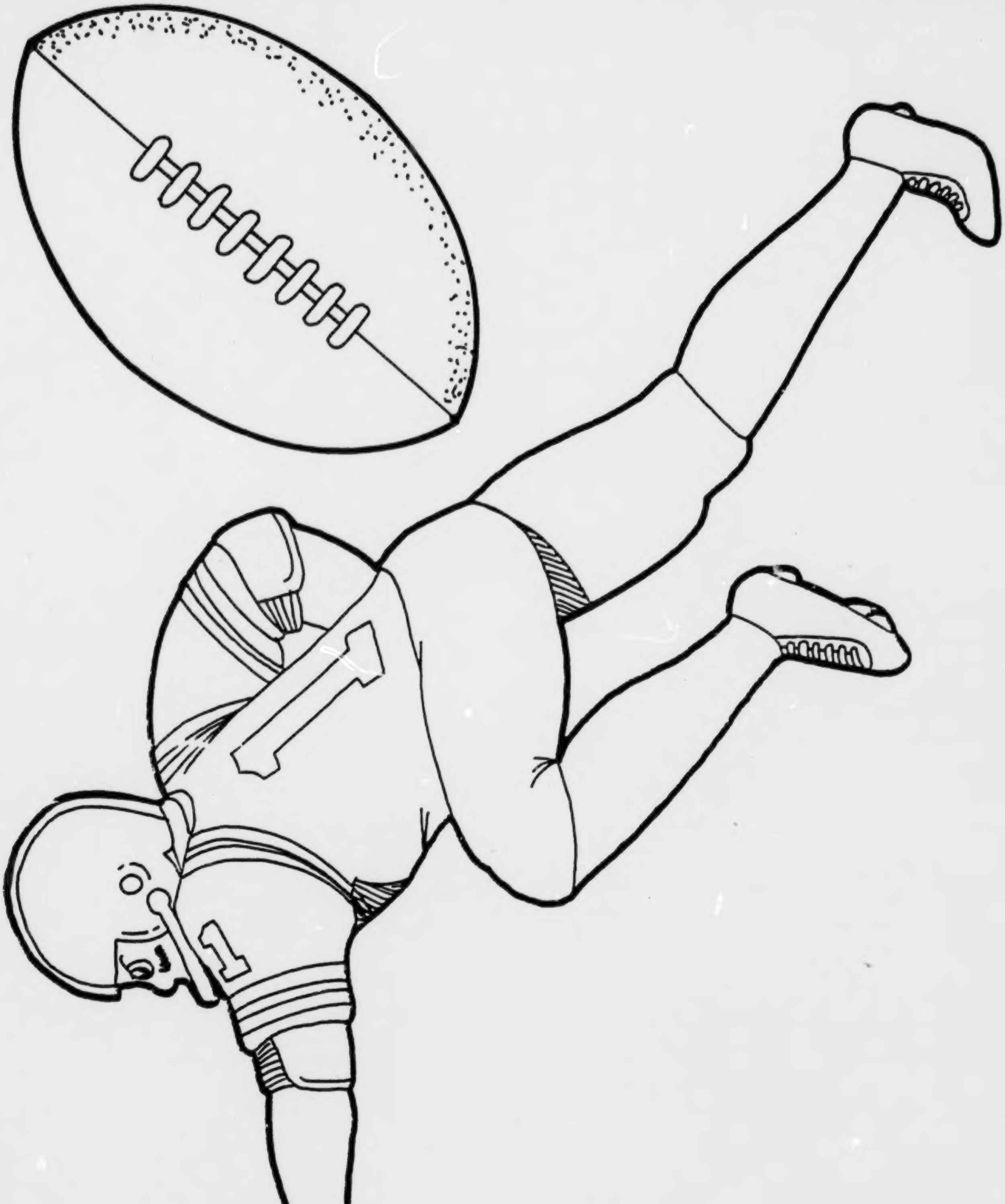
Football Player/ Football



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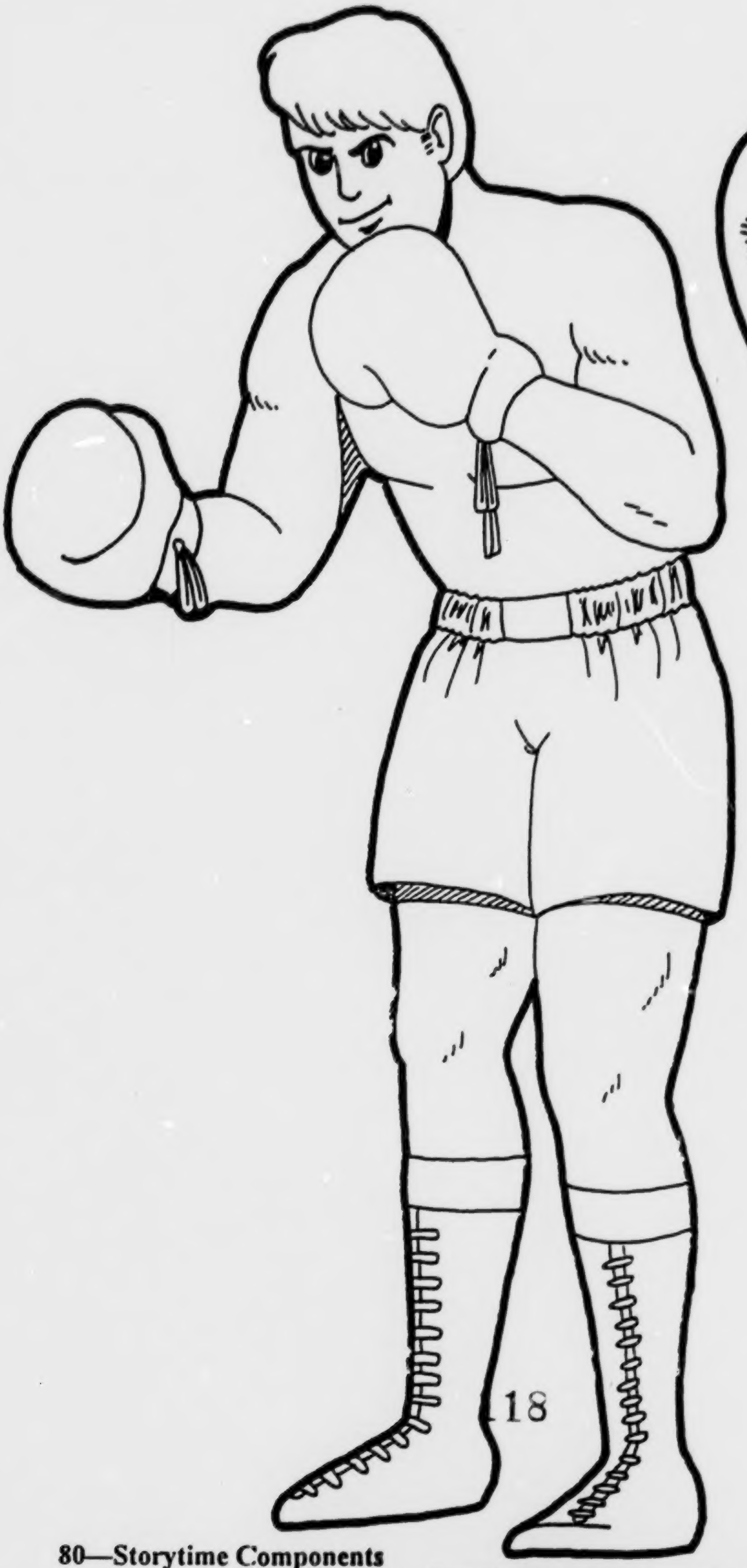
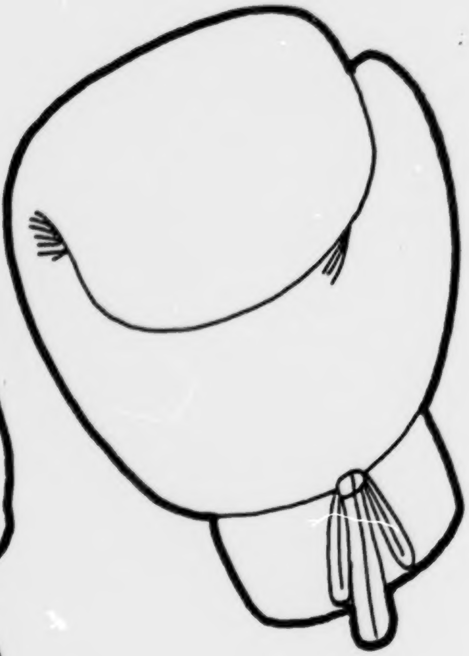
Boxer/ Boxing Glove





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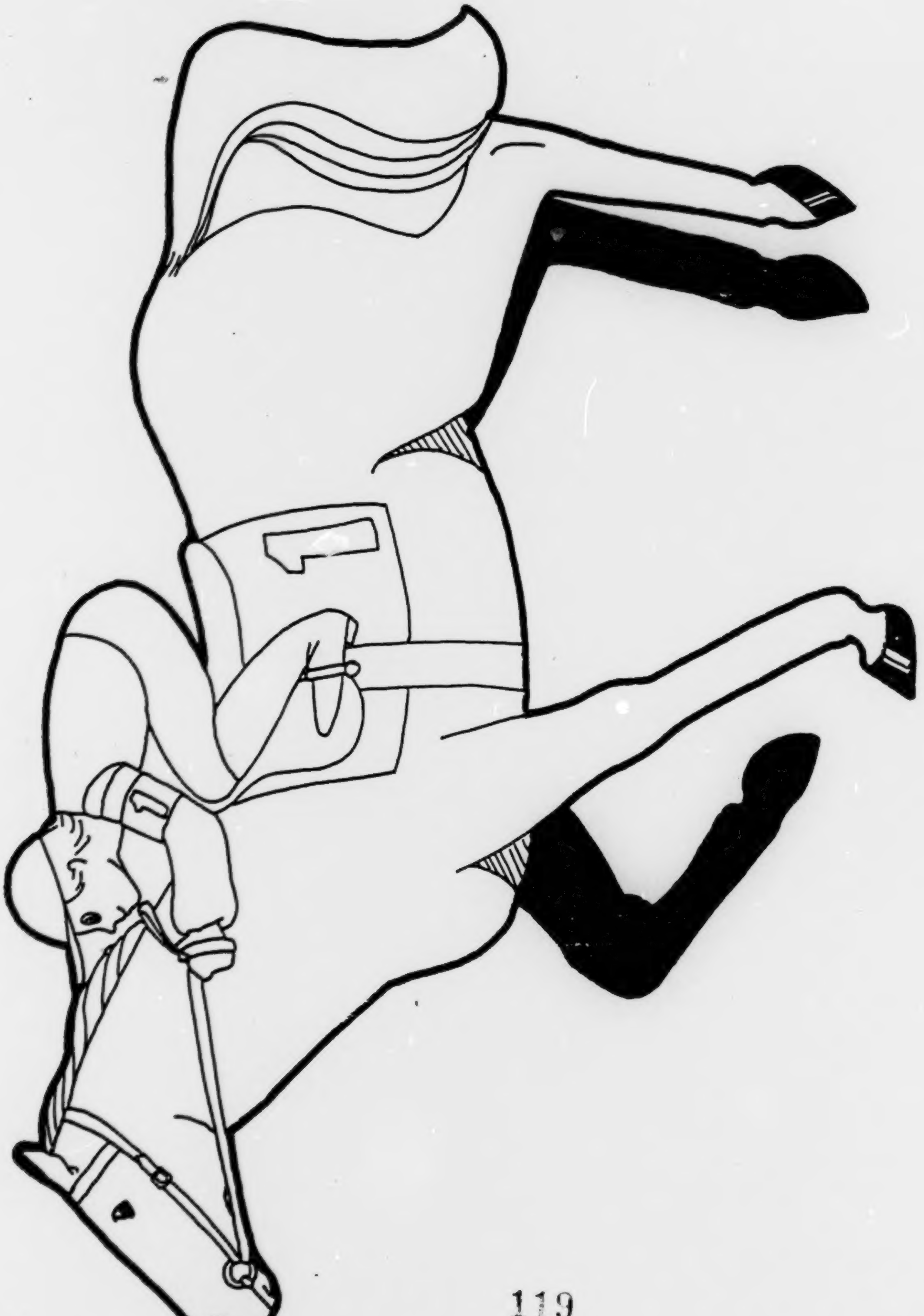
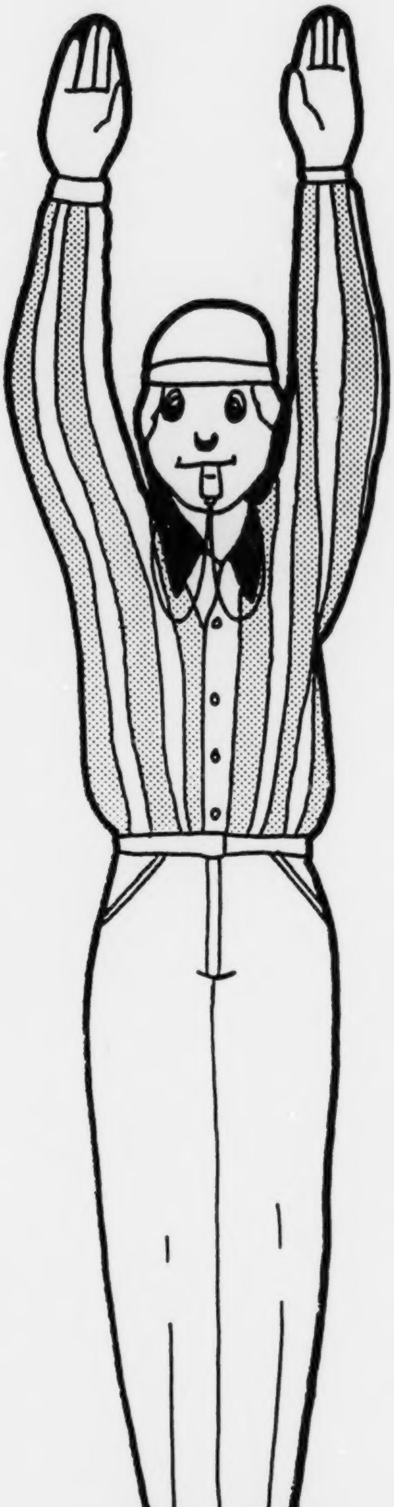
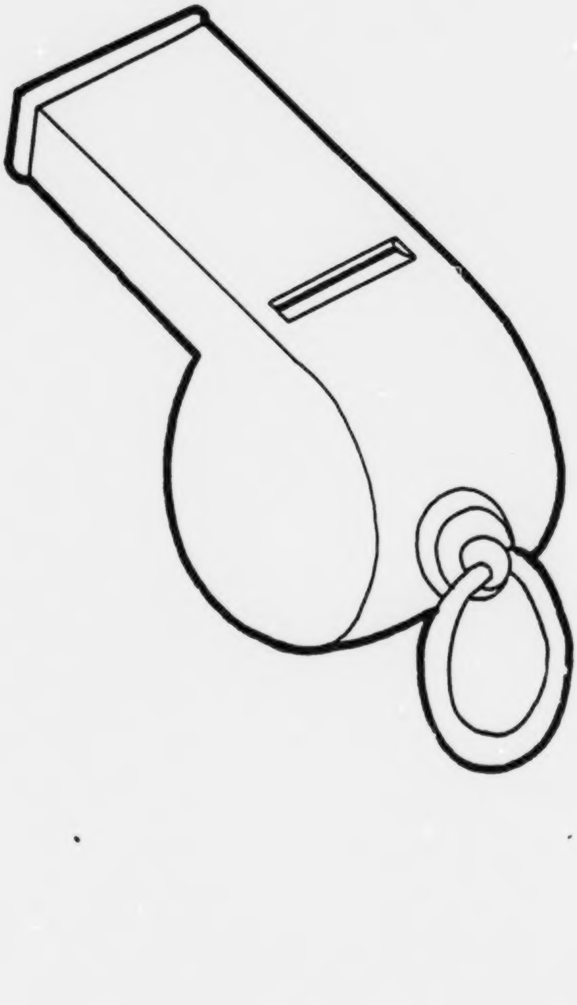
Jockey on horse



Referee/Whistle





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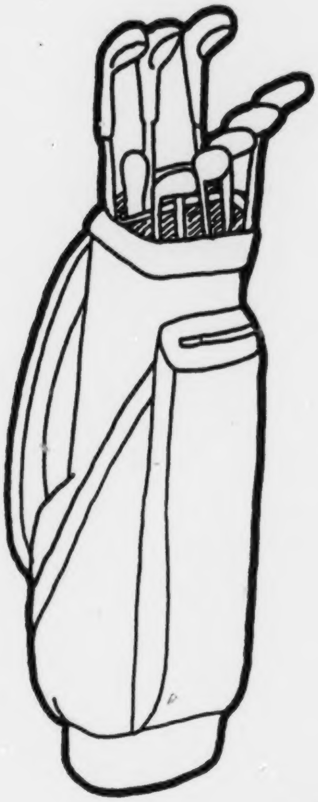
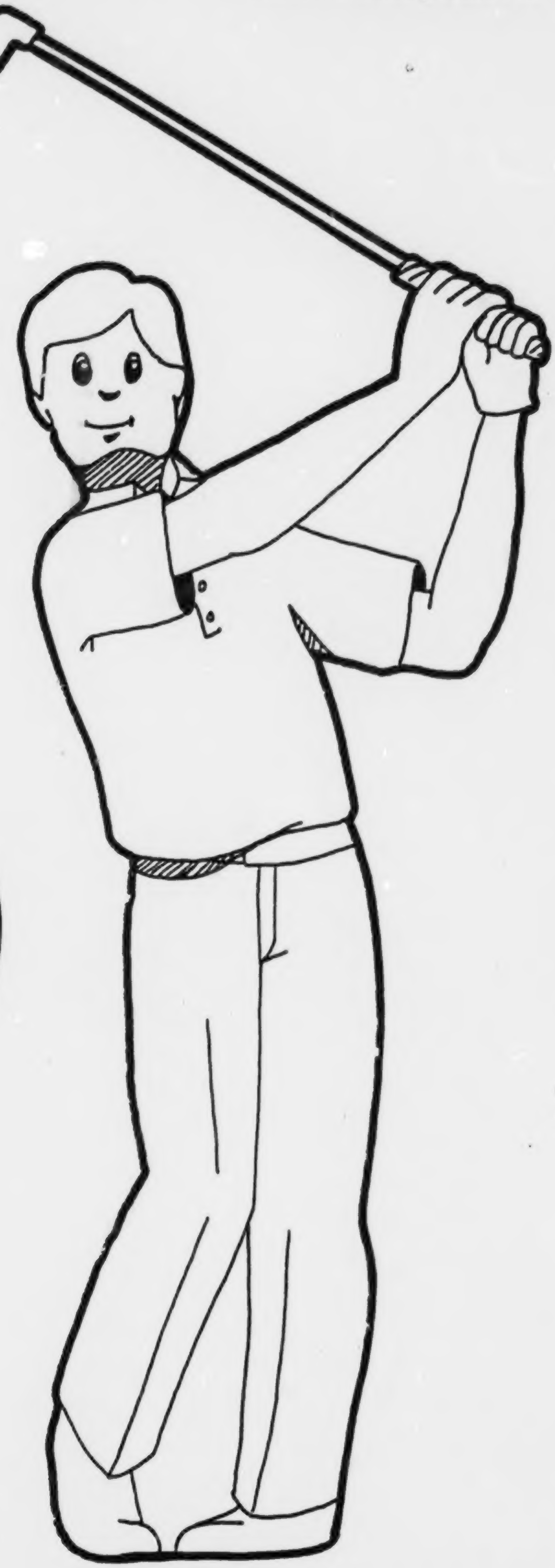
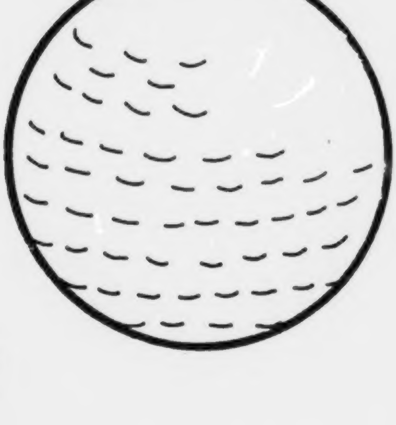
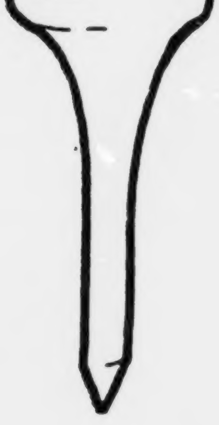
Golfer/Golfbag/Ball/Tee









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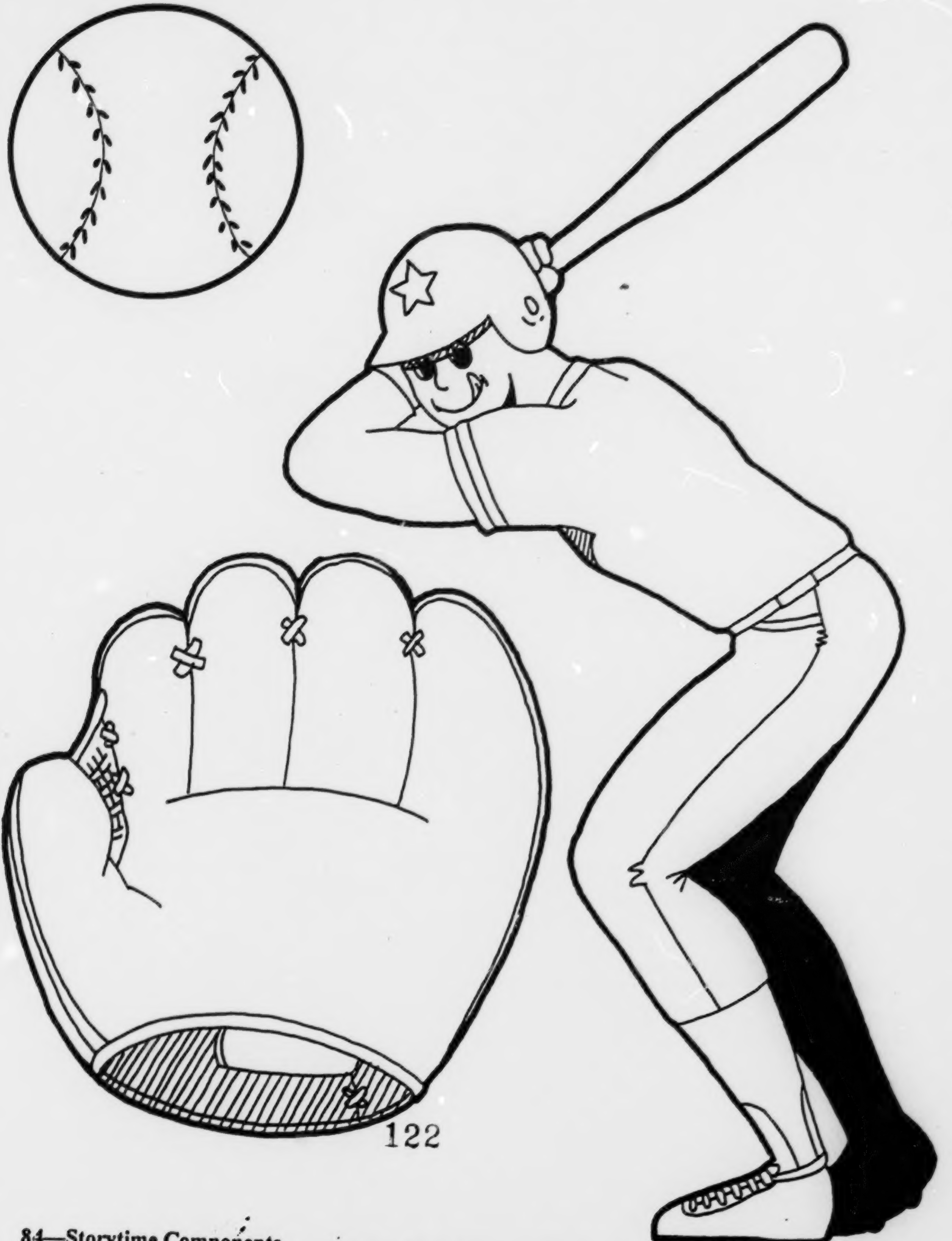
Baseball Player/ Glove/Ball



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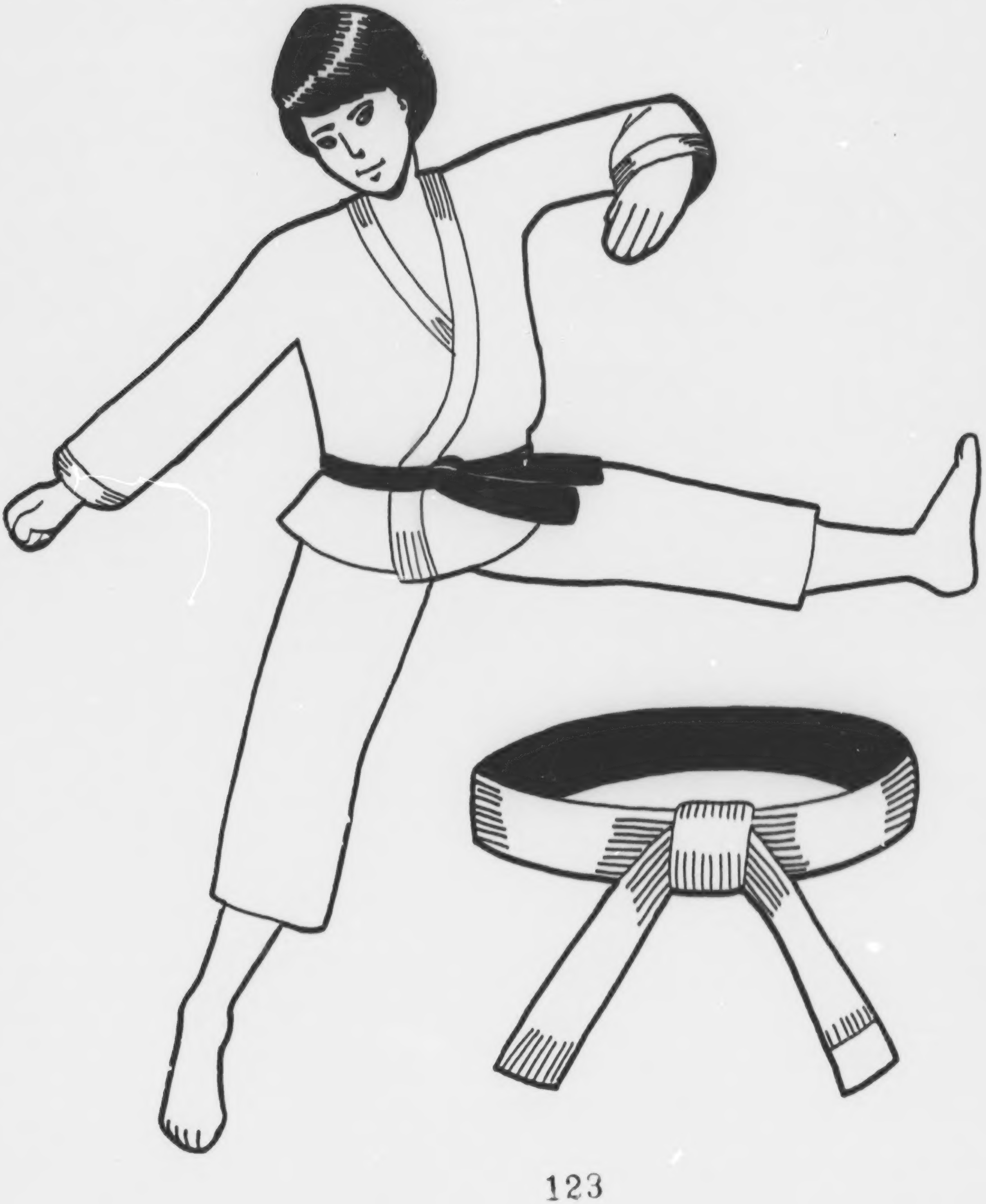
Karate Kid/ Belt



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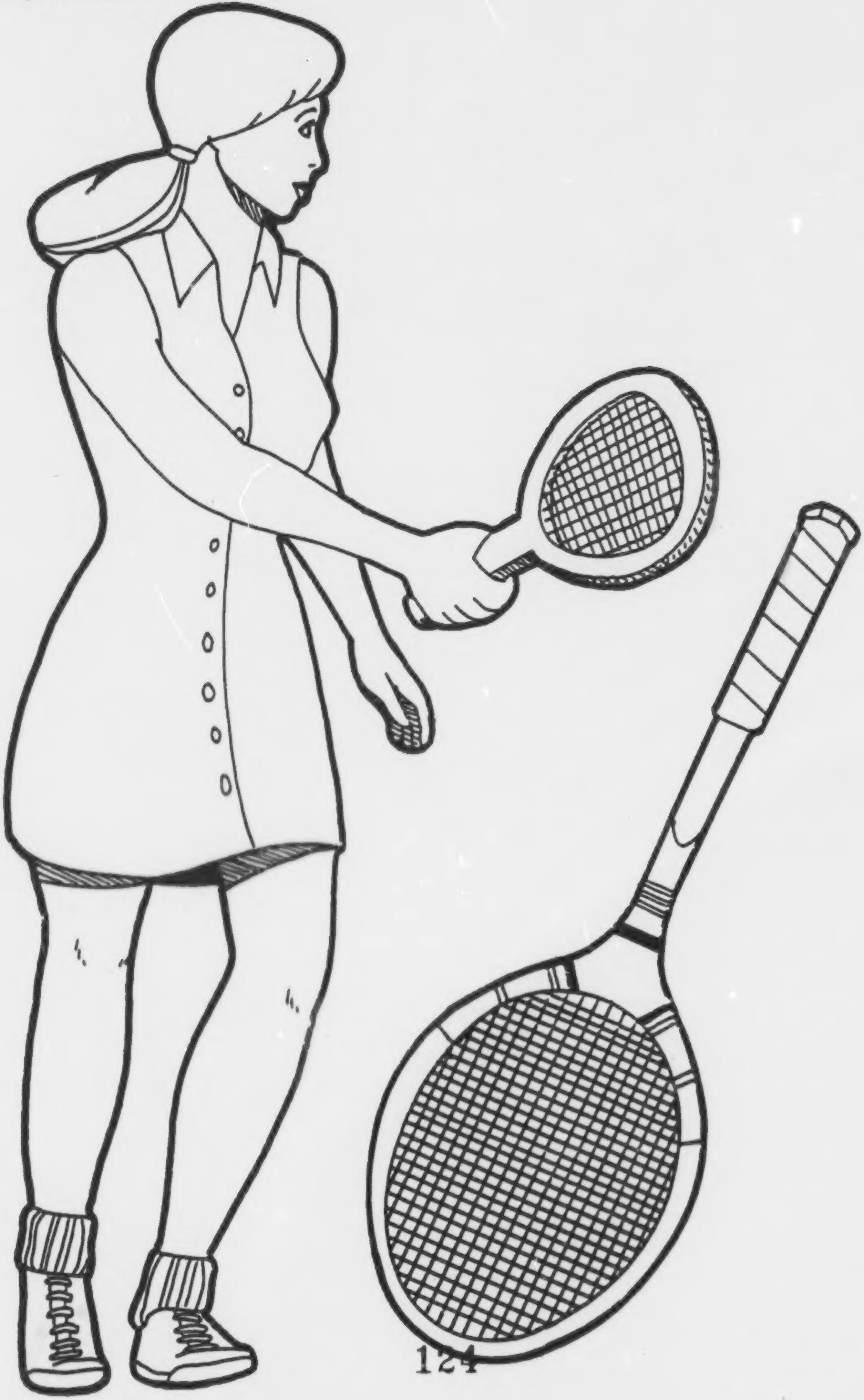
Tennis Player/Racket



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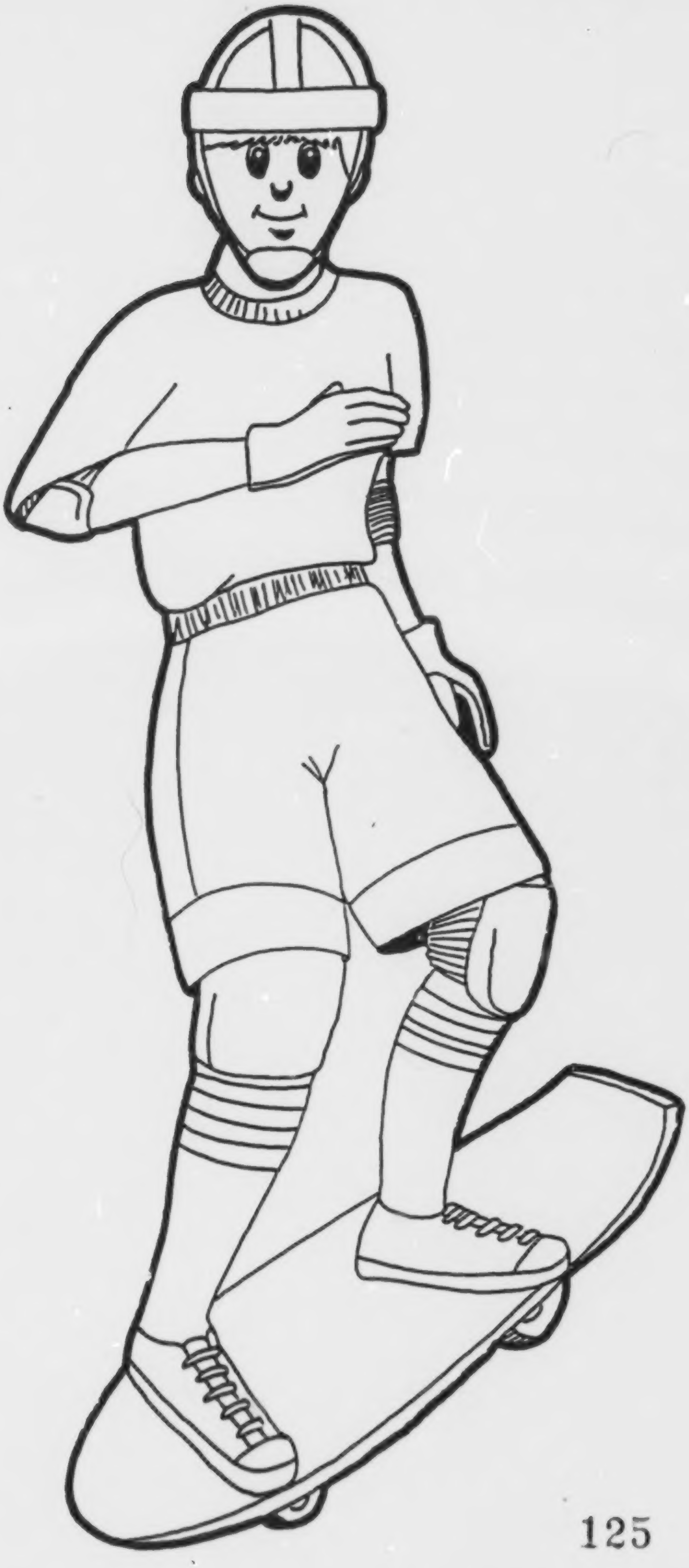
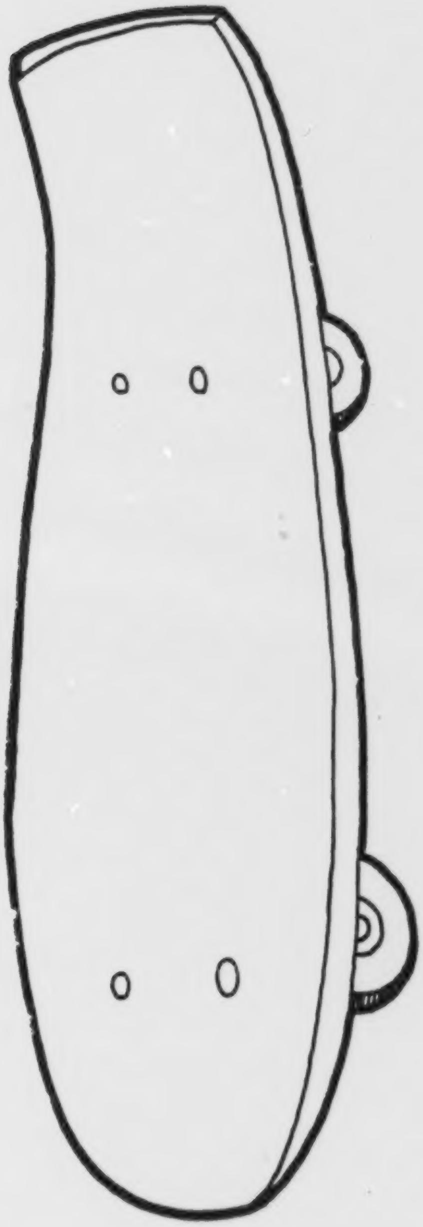
Skateboarder/Skateboard





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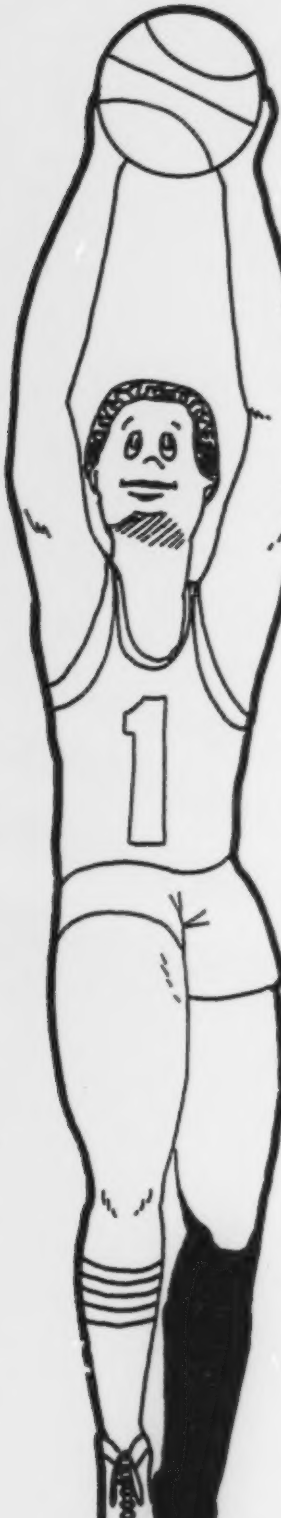
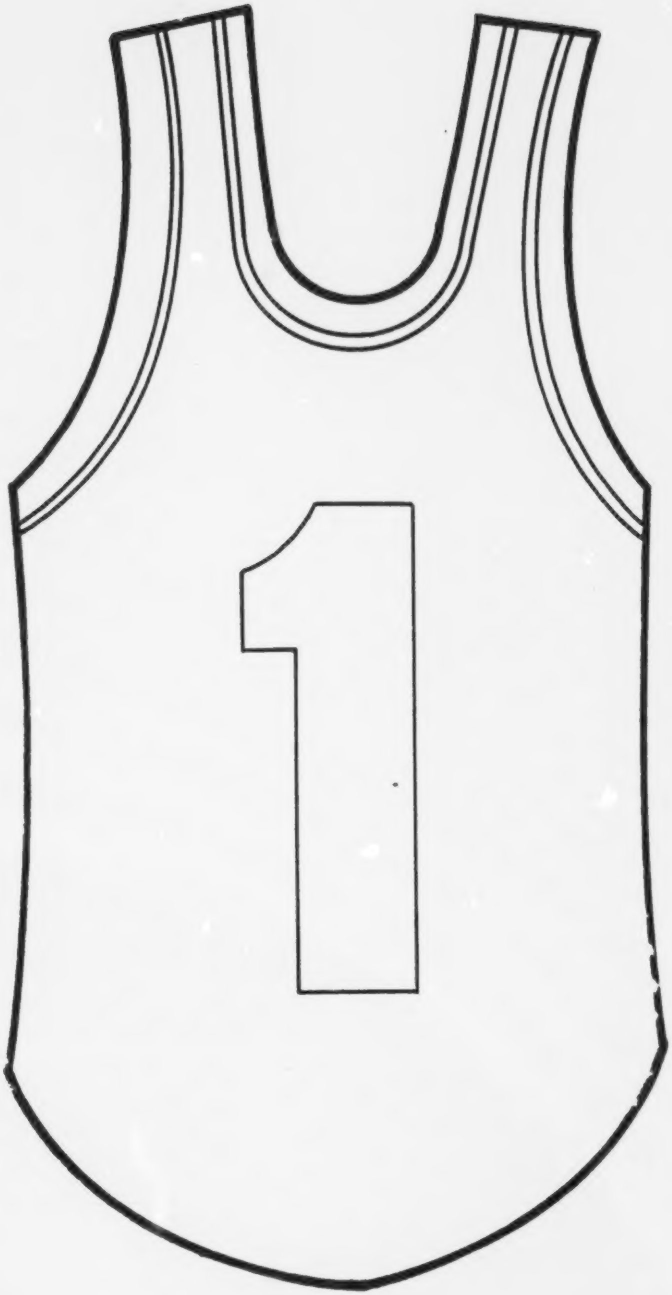
Basketball Player/ Jersey





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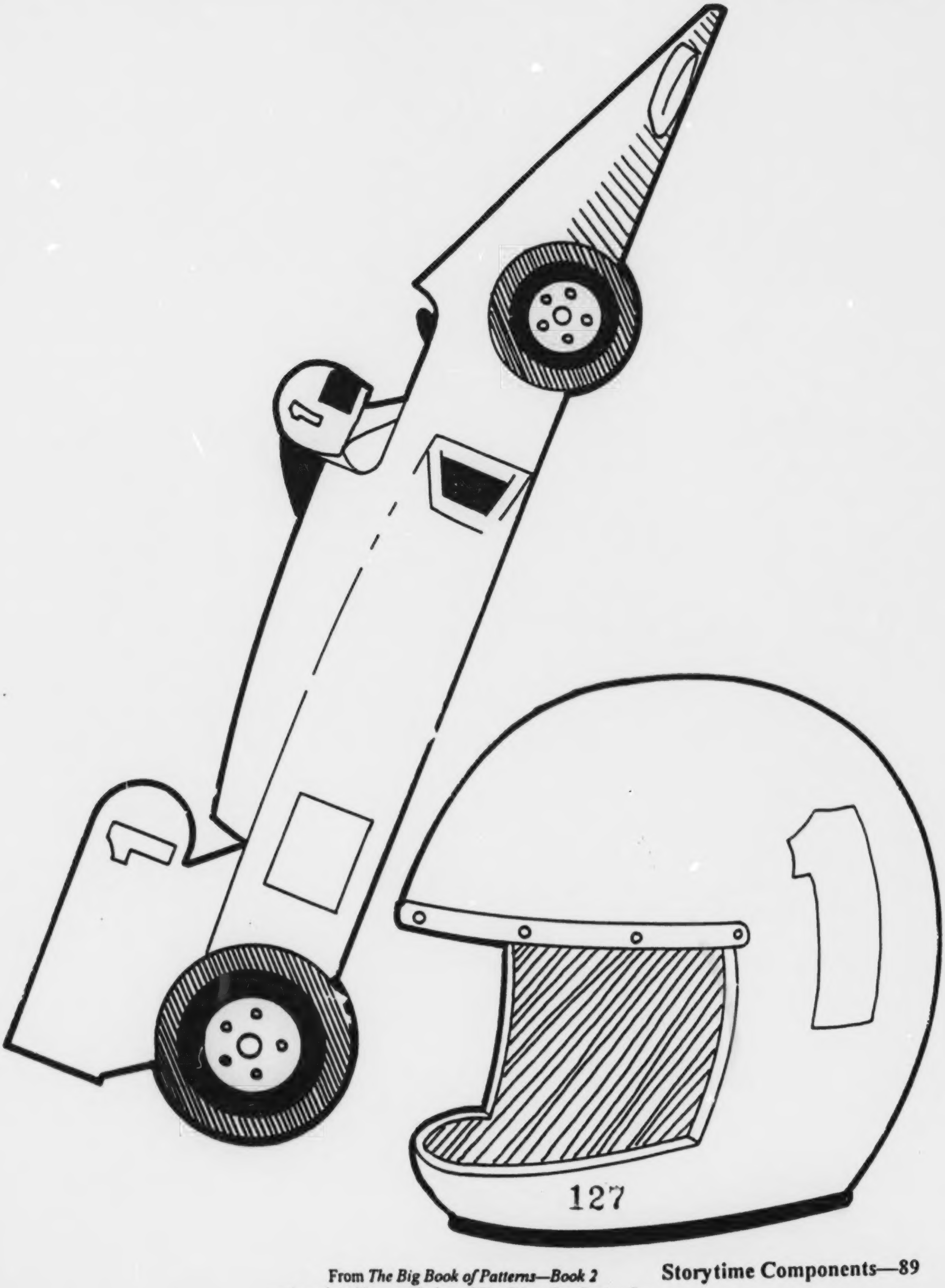
Race Car/Helmet



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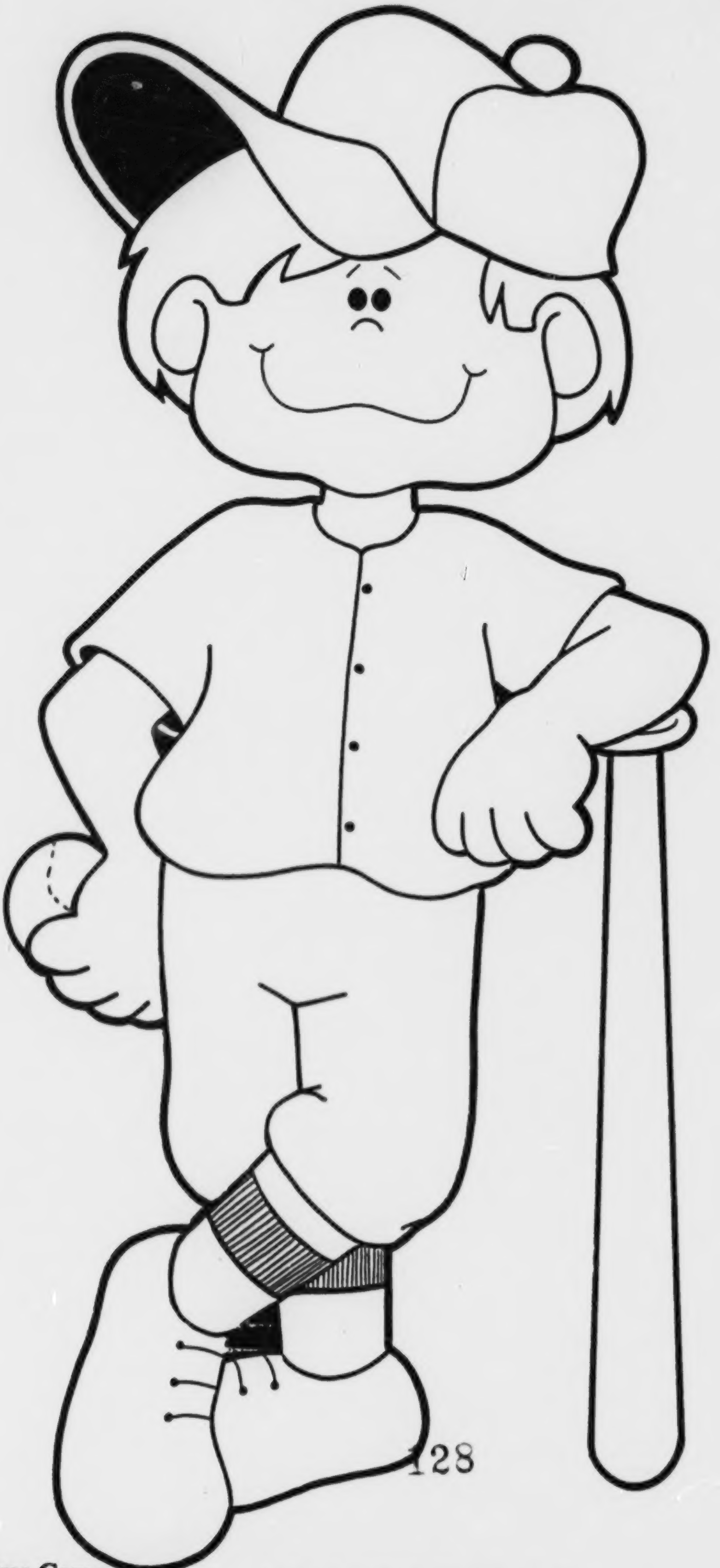

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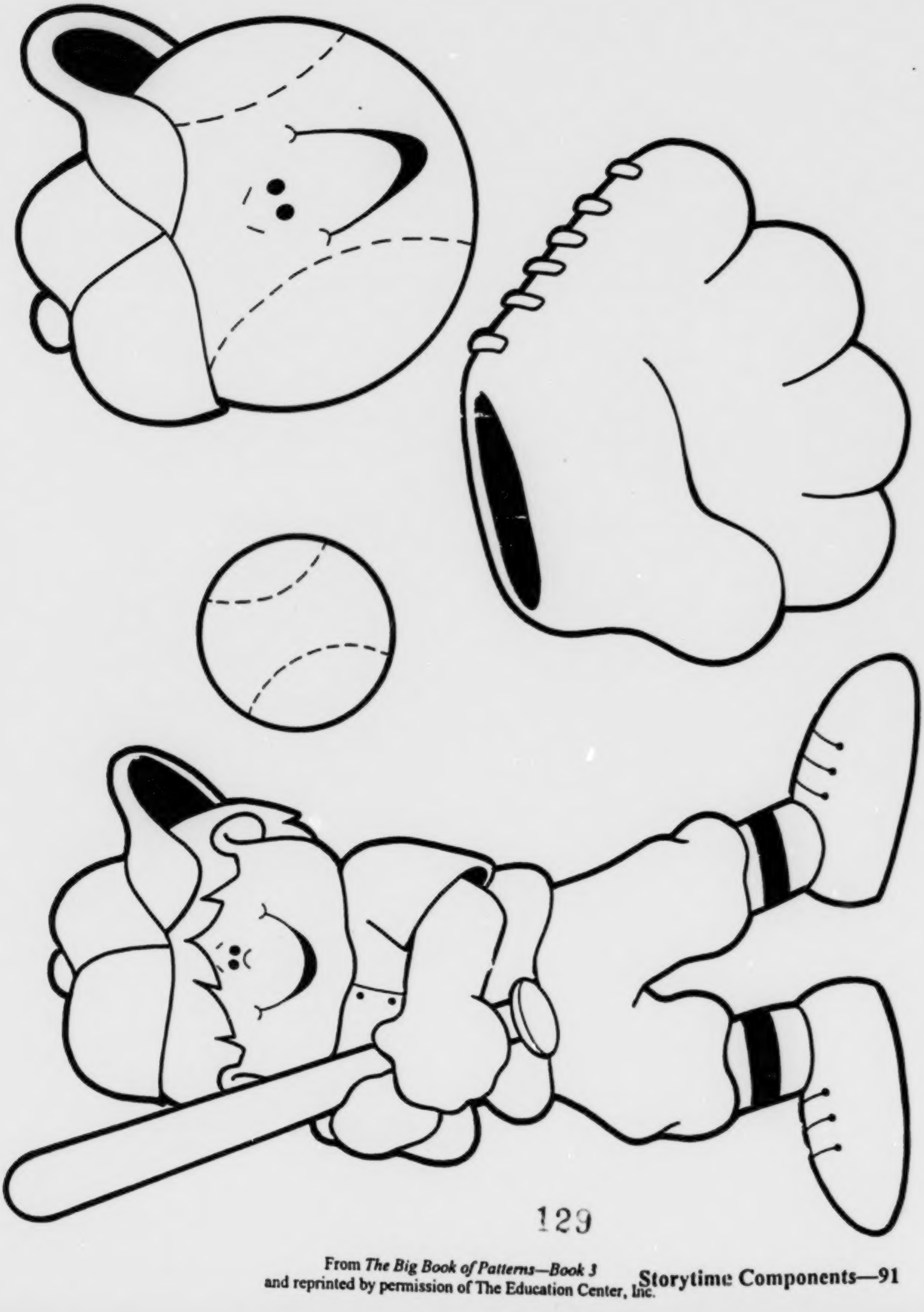

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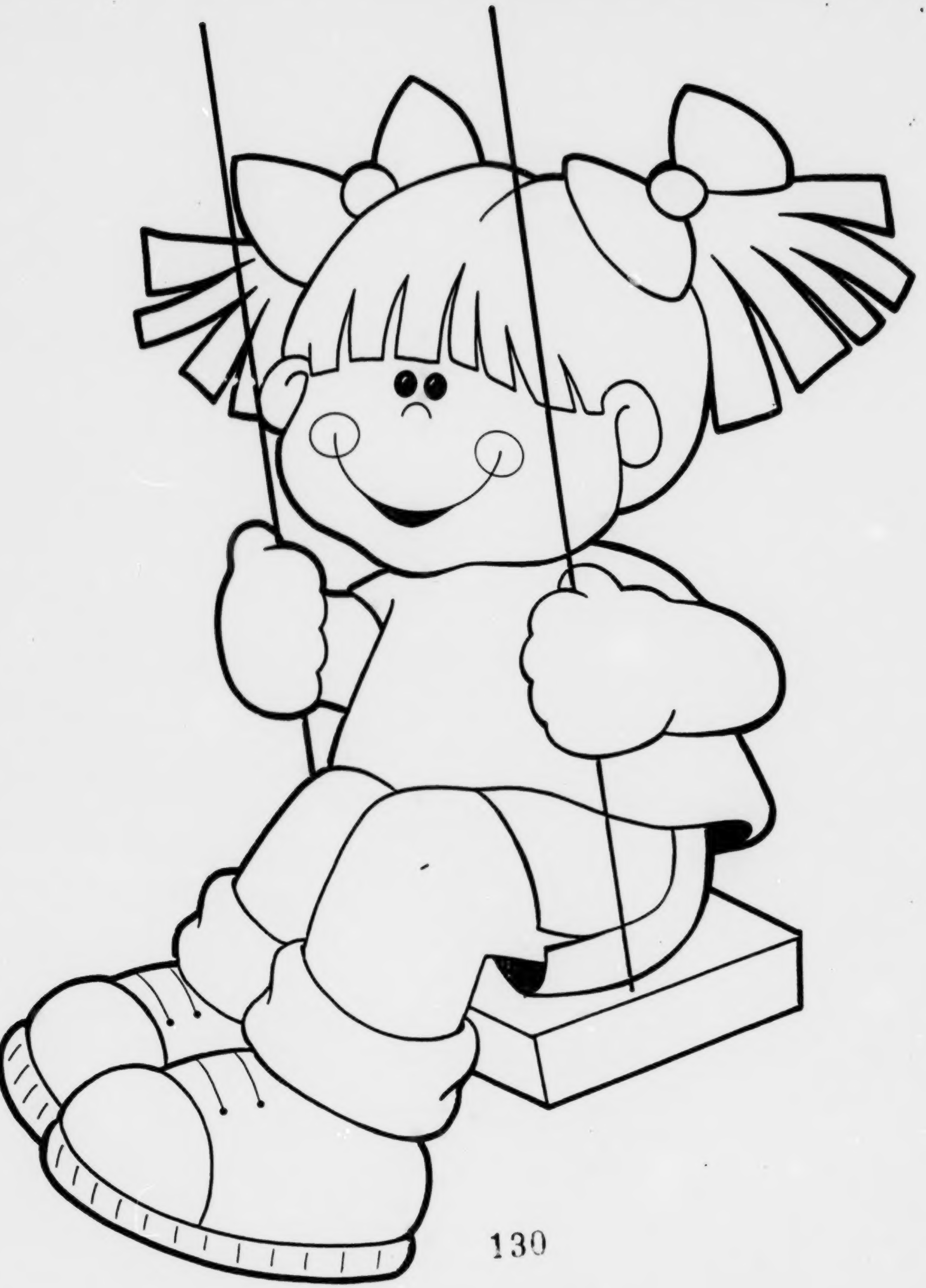

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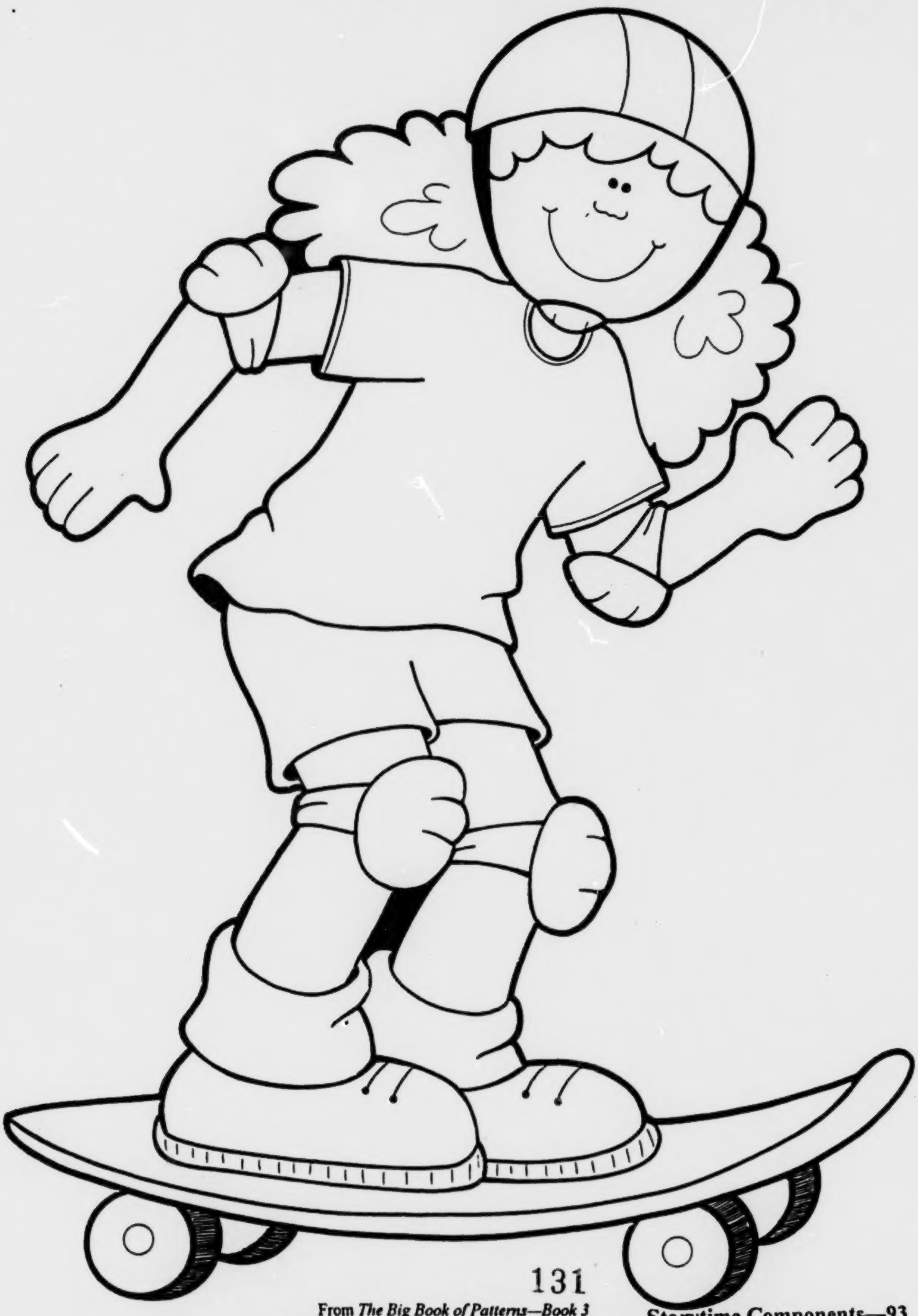

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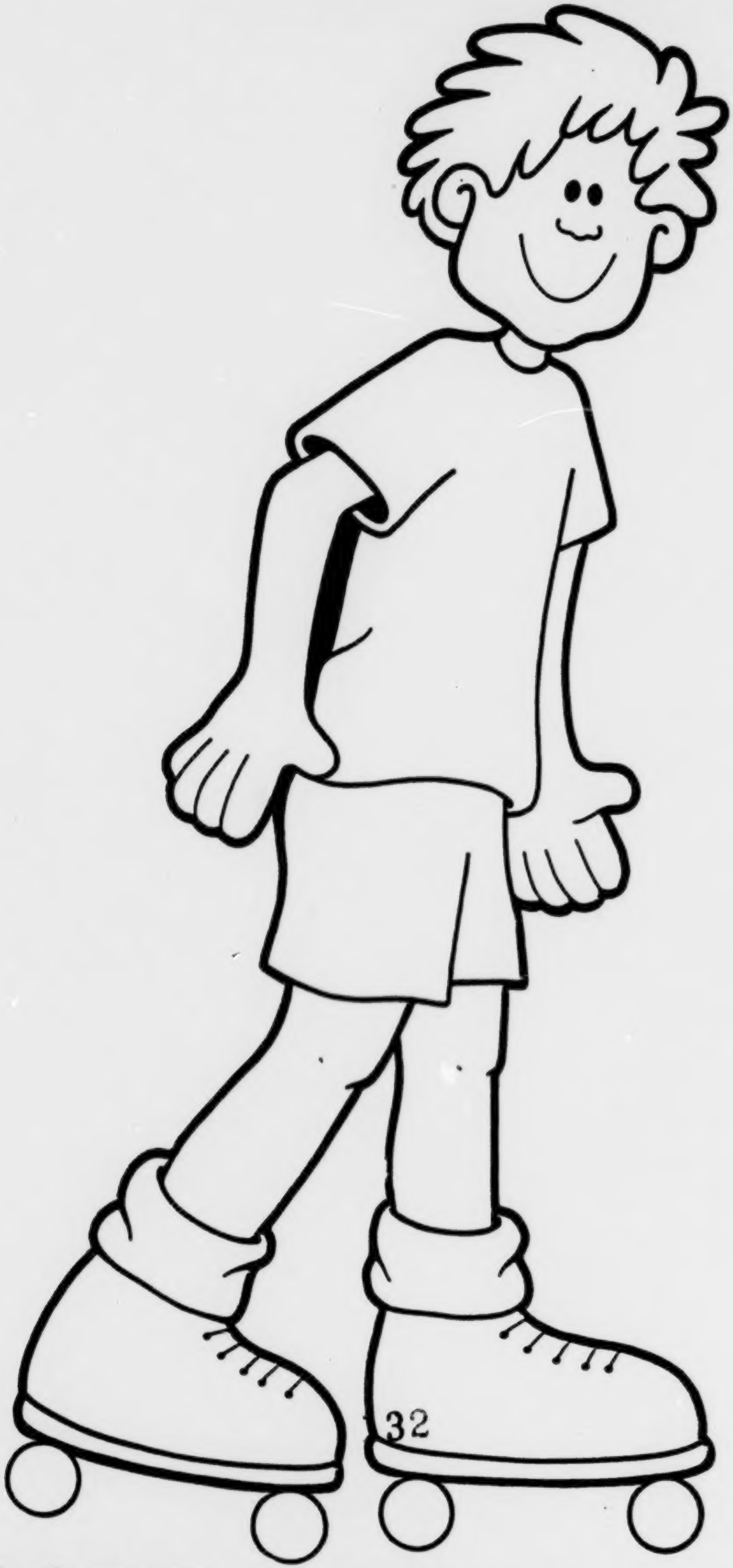
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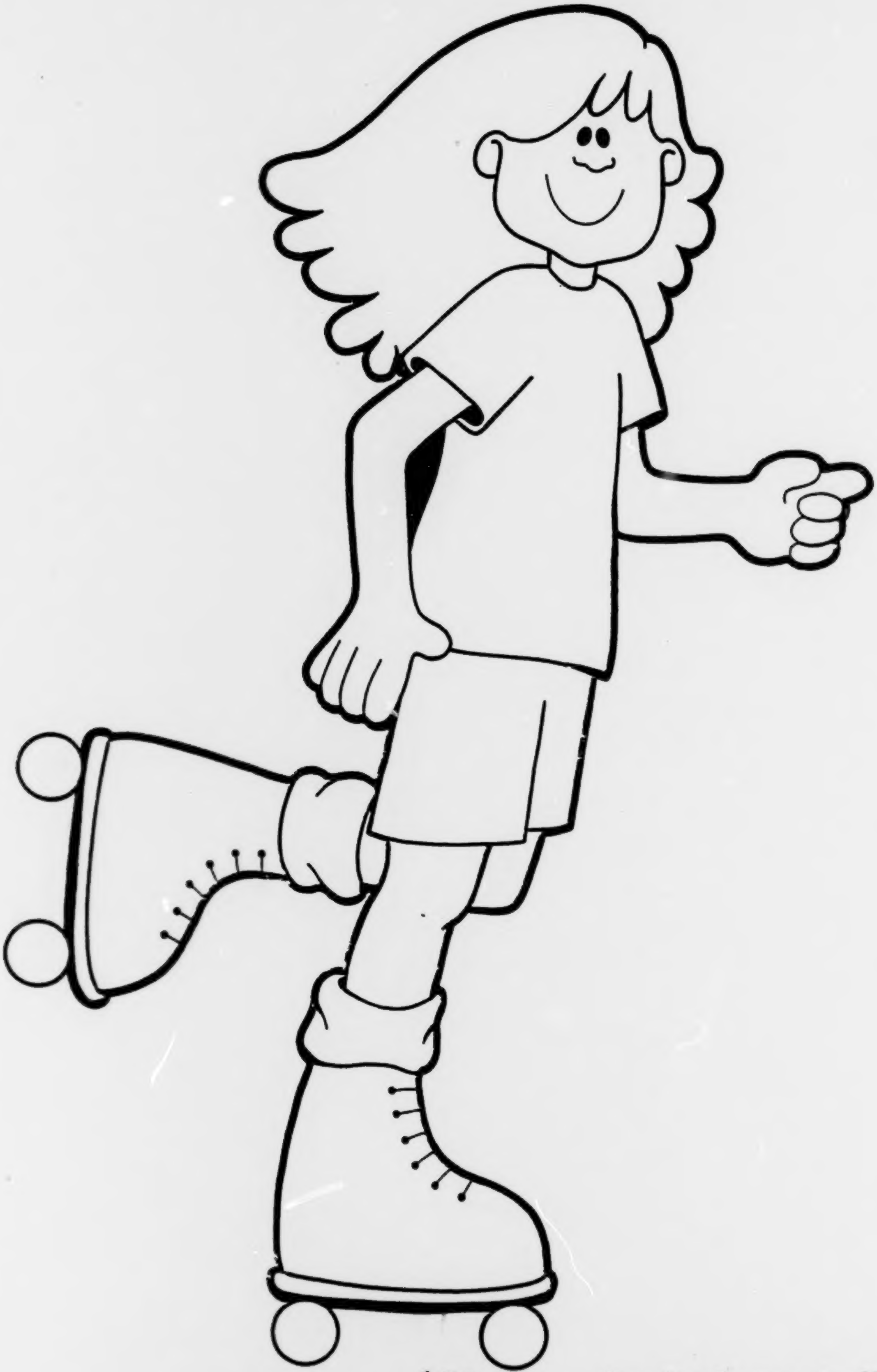

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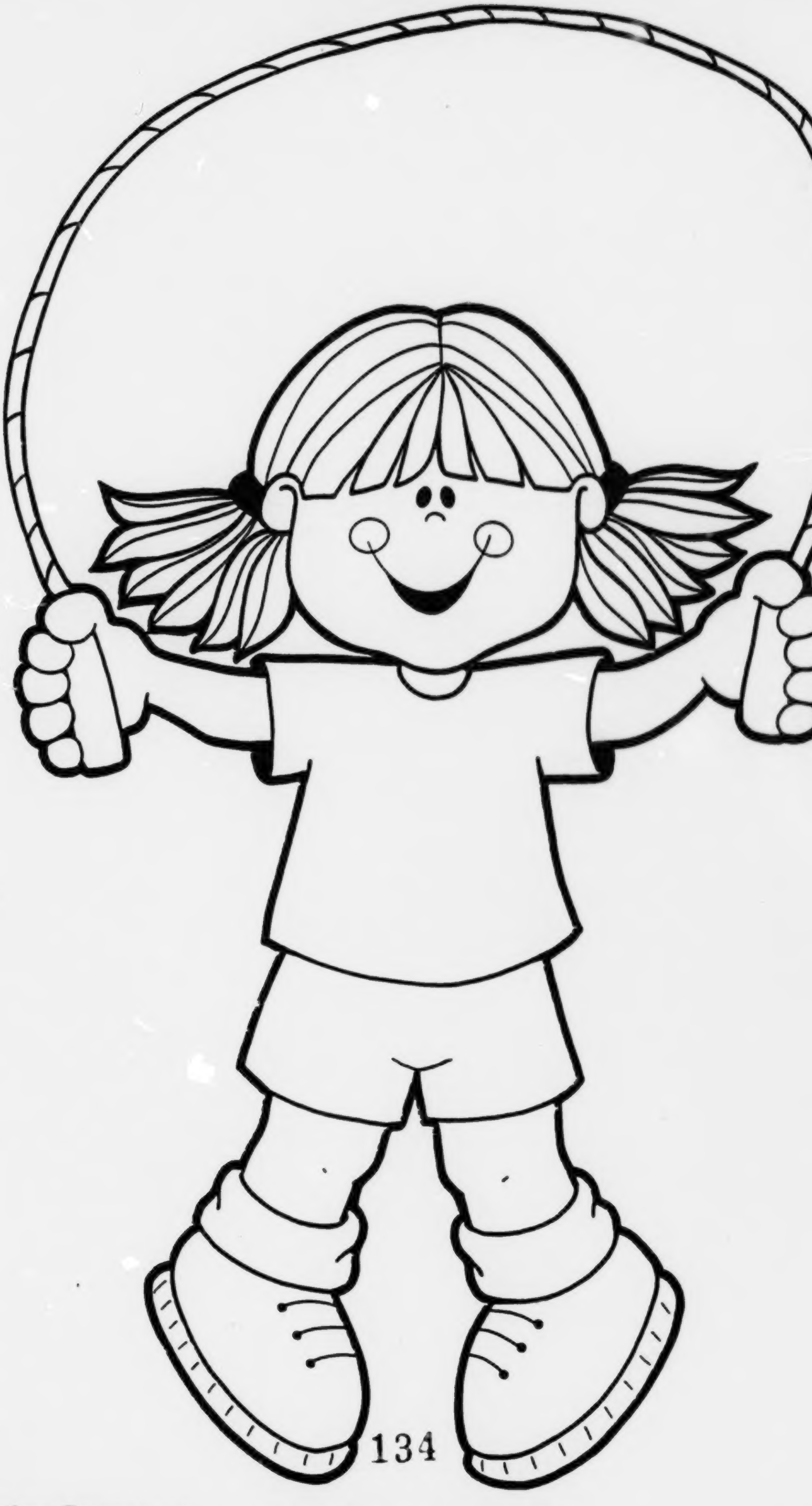

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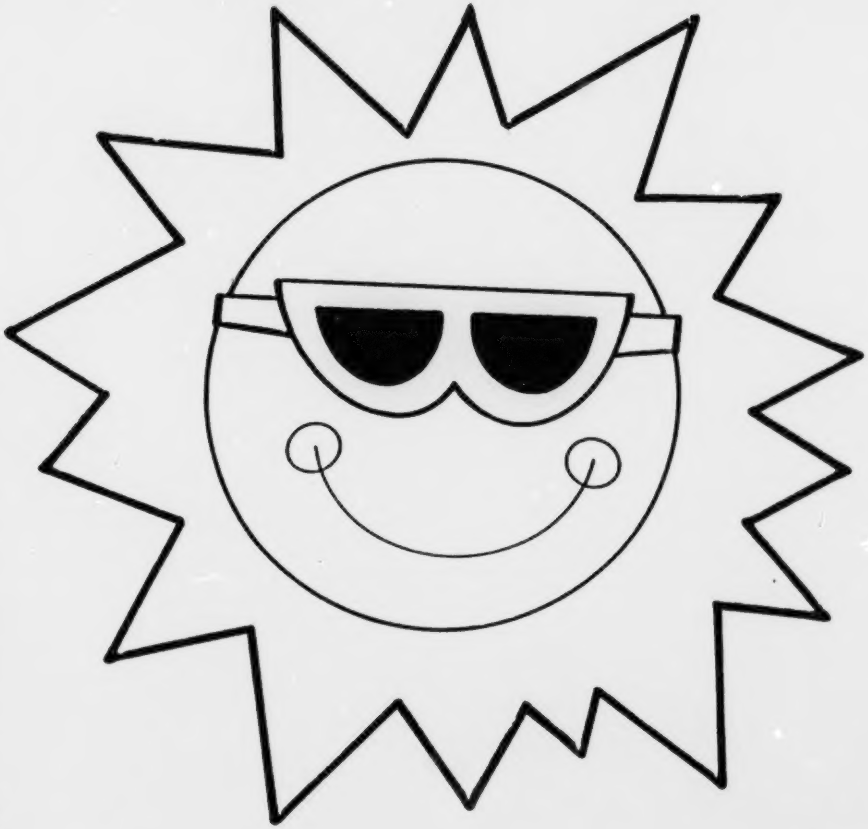

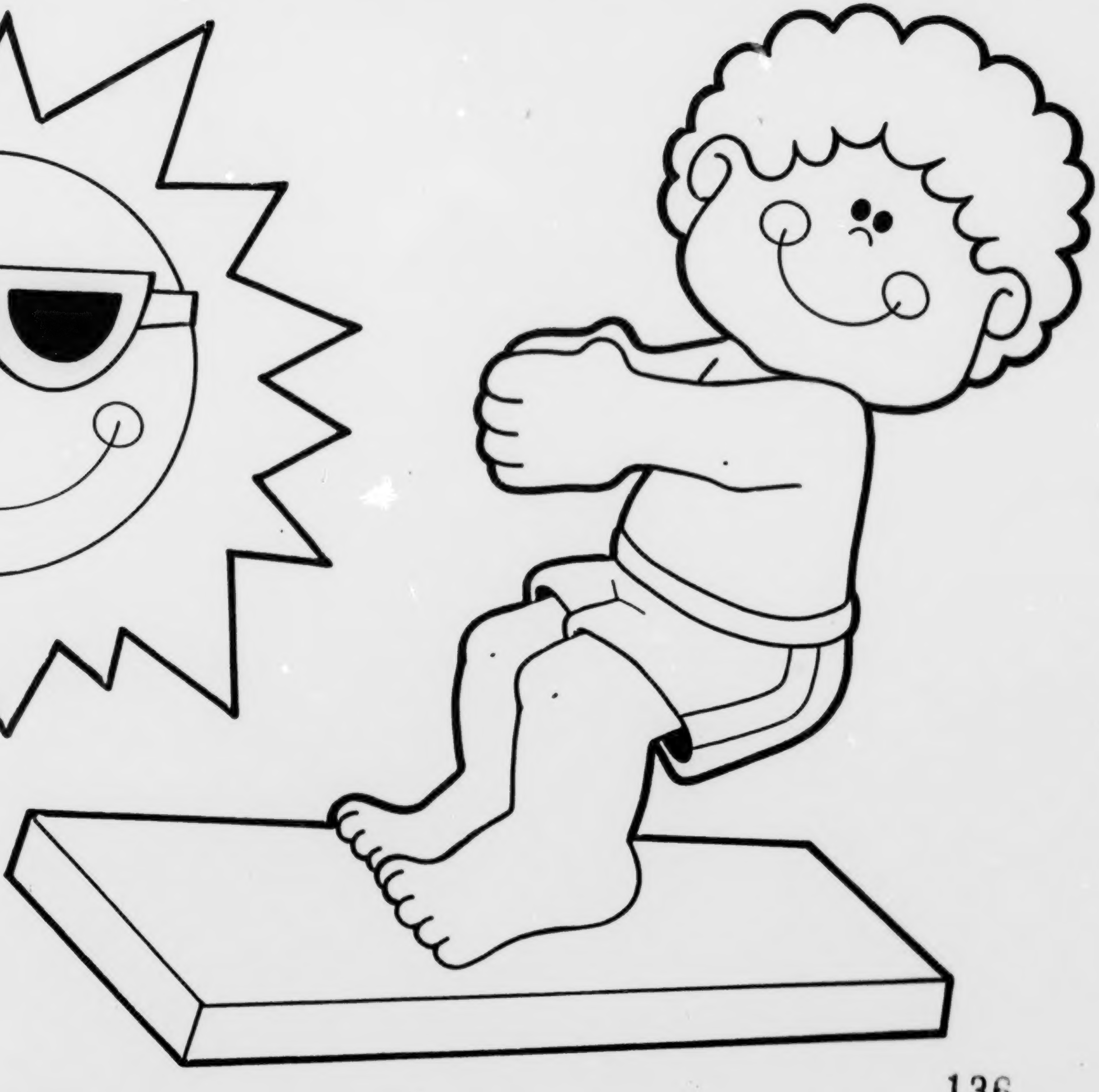

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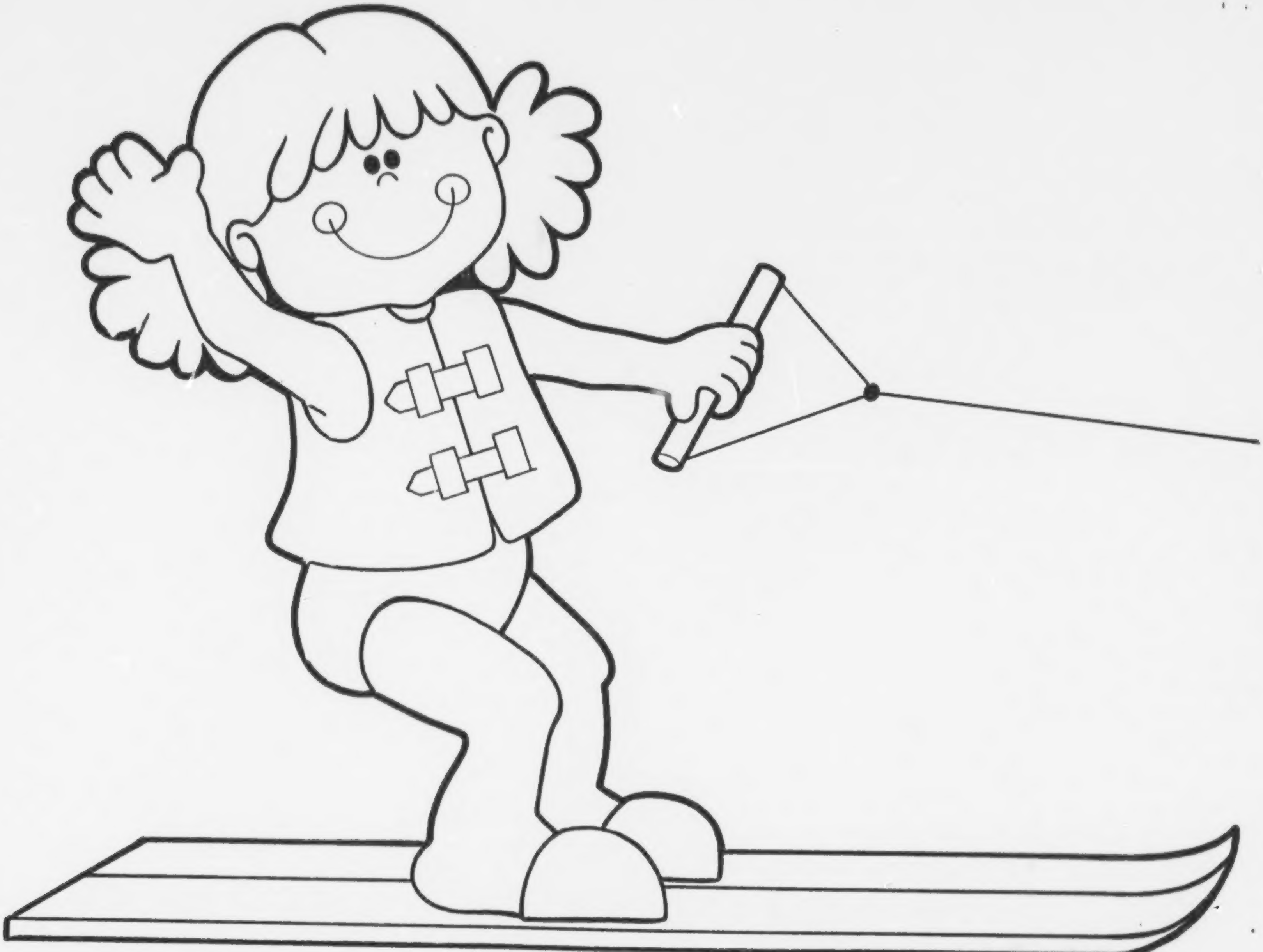

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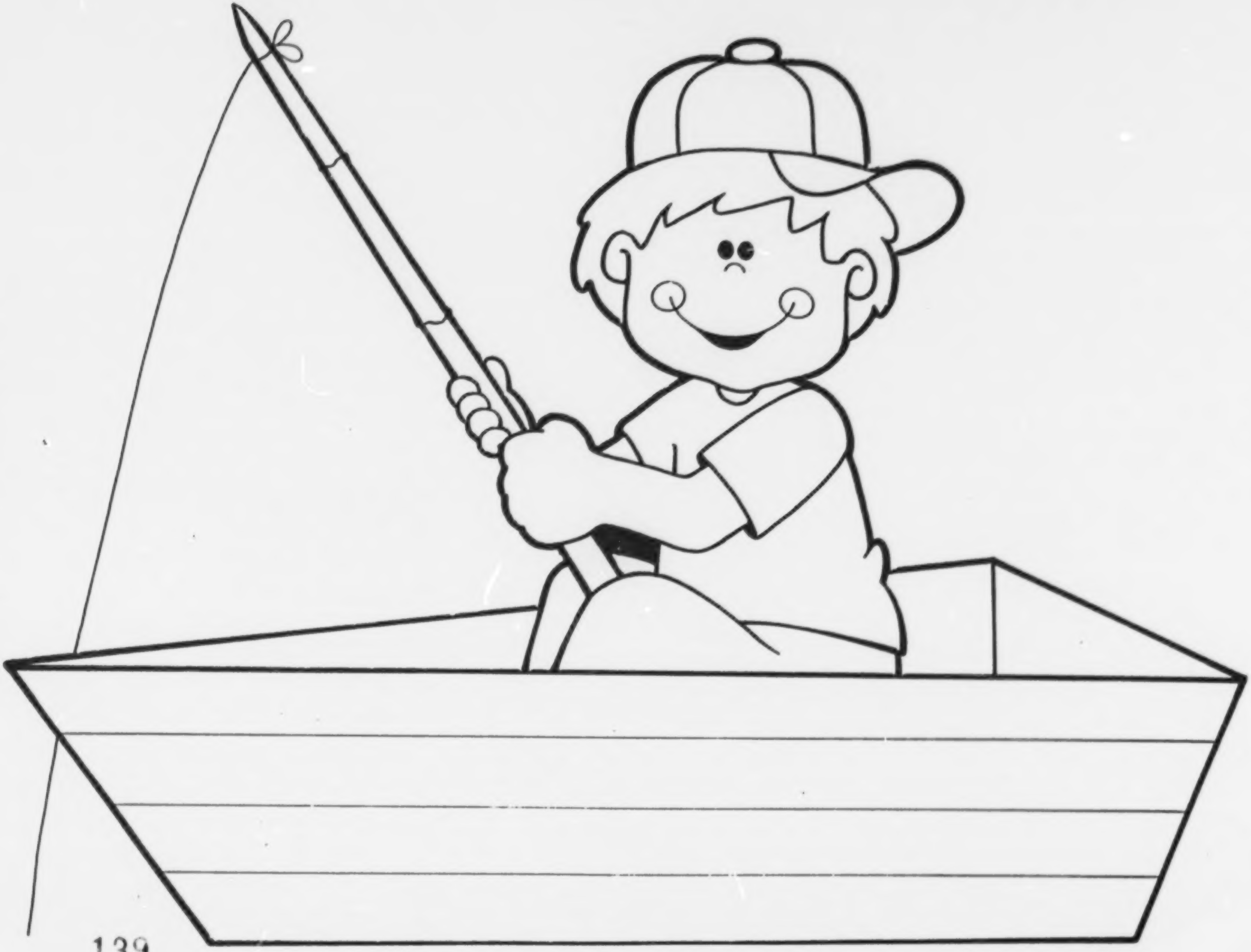

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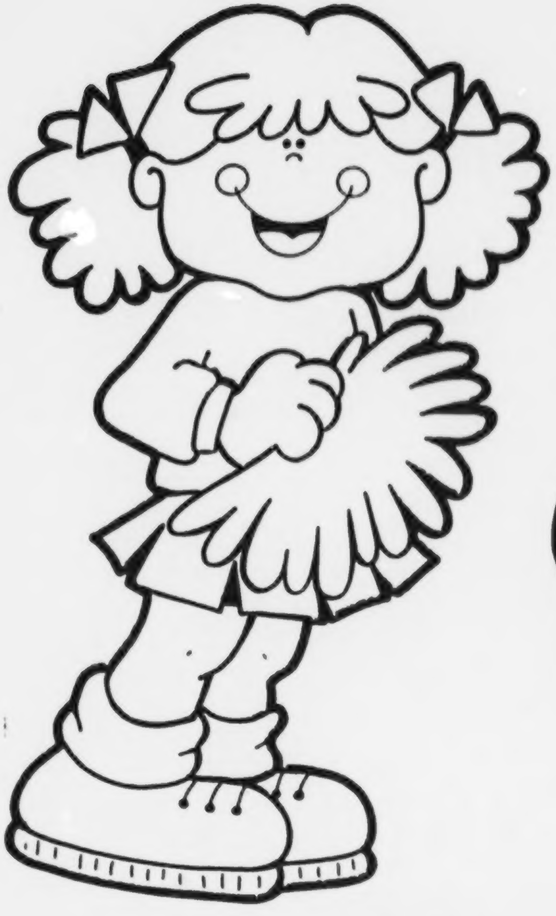

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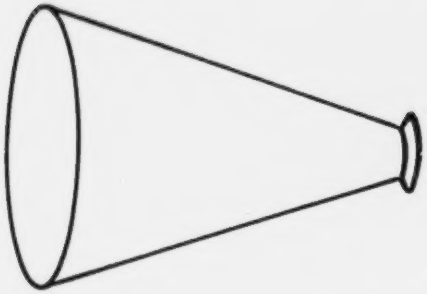

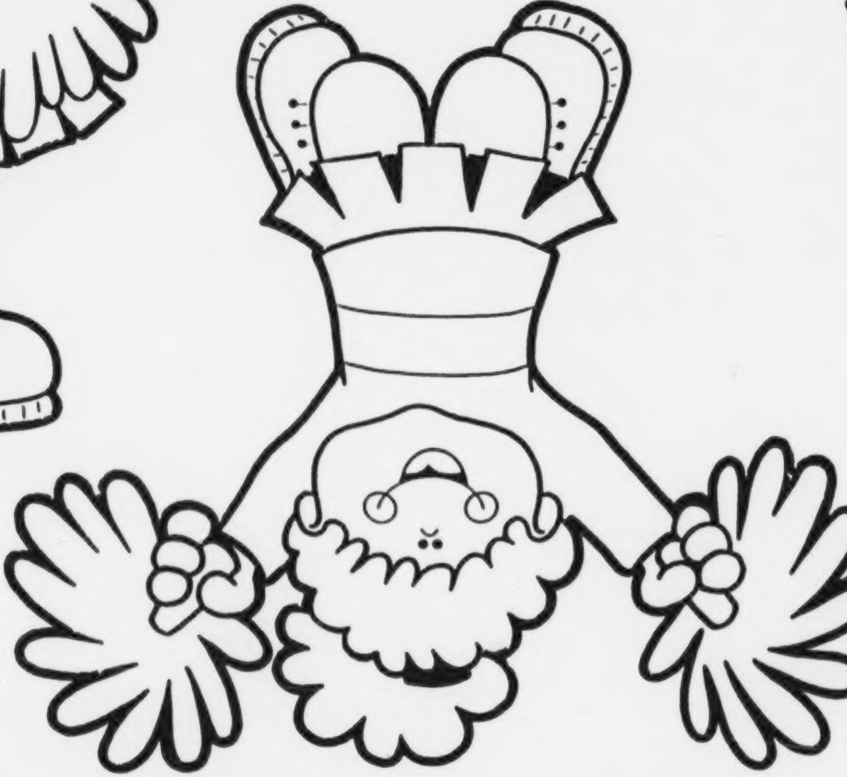

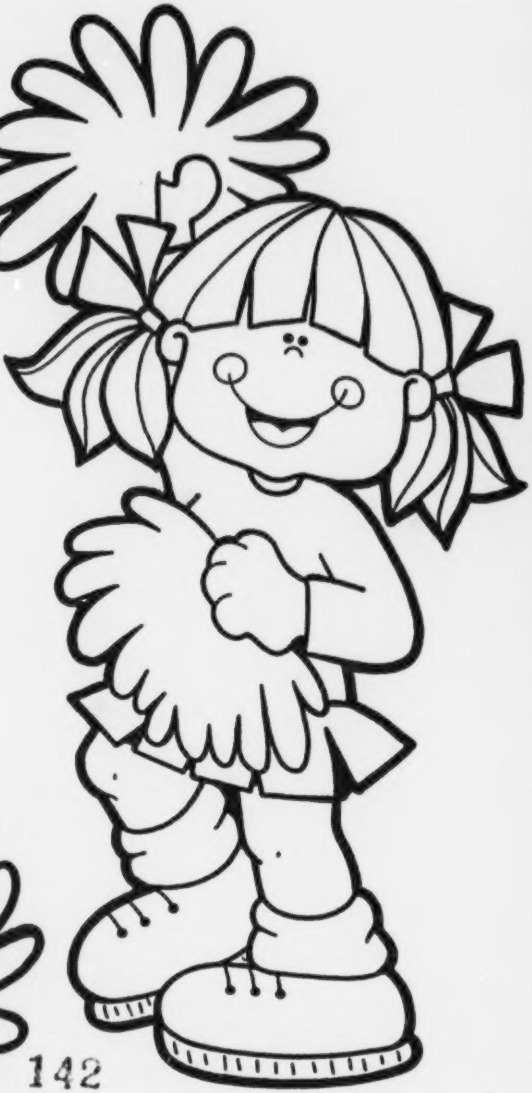

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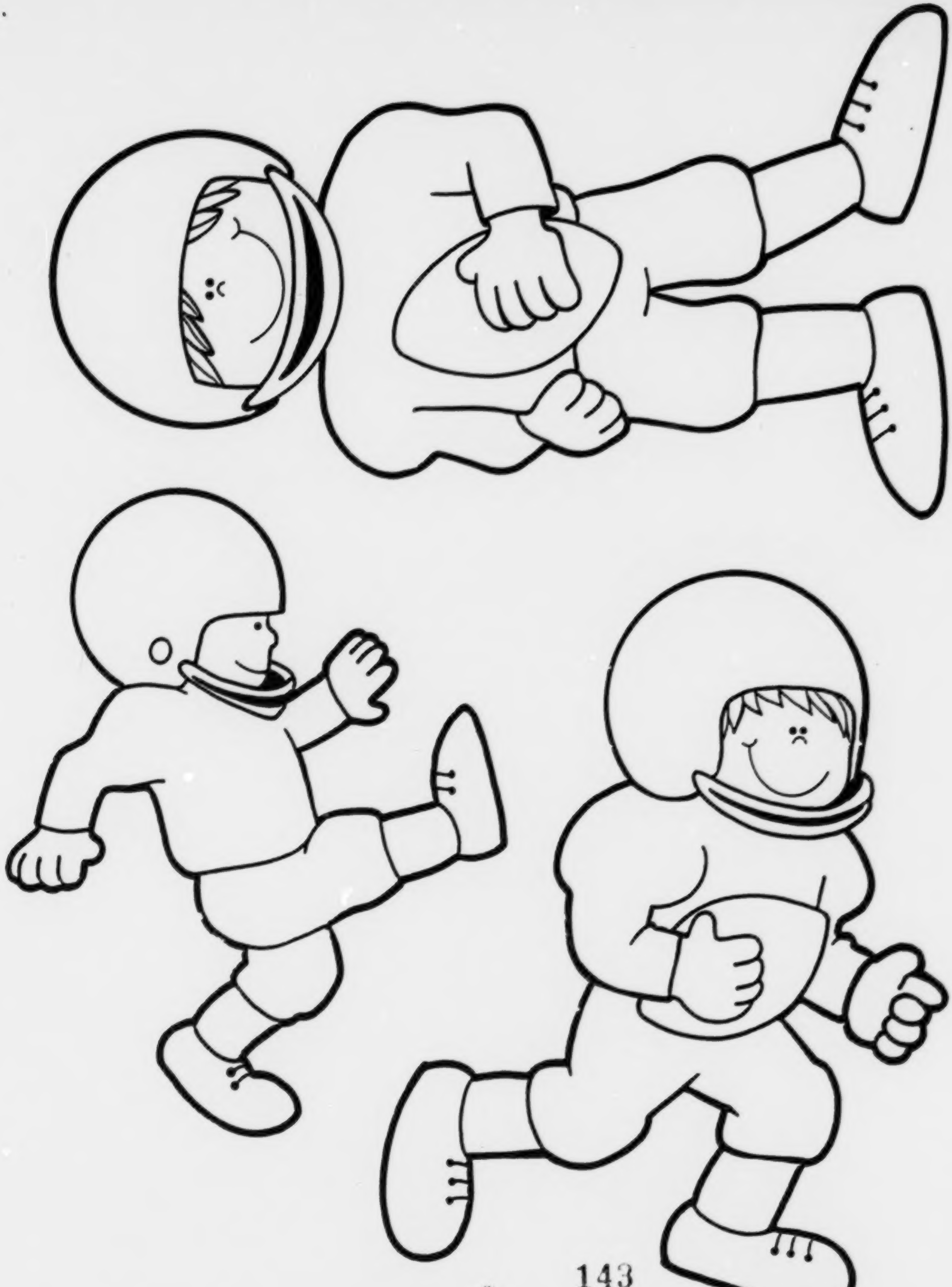

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Costumes

Directions for making a Greek tunic (pp. 23-24) and a scarf with printed border (p. 18-19) are in
Purdy, Susan Gold and Cass R. Sandak. *Ancient Greece.* Franklin Watts, 1982.

Patterns for a toga, laurel wreath, a Greek poet's lyre, and Greek jewelry are in:
Conaway, Judith. Make your Own Costumes and disguises. Troll Assoc., 1987. $9.49.

Crafts

Cheerio Necklace

Cut a piece of string long enough for a child's necklace. Let the children string cheerios, then tie the necklace around their necks.

Collage

Provide children with glue sticks and differently shaped scraps of blue, yellow, red, and green paper. Have them glue the shapes into a collage on black or white construction paper.

Crayon Scratchboard

Materials
Lightweight cardboard
Crayons
Scratch tools: nail, paper clip, coin

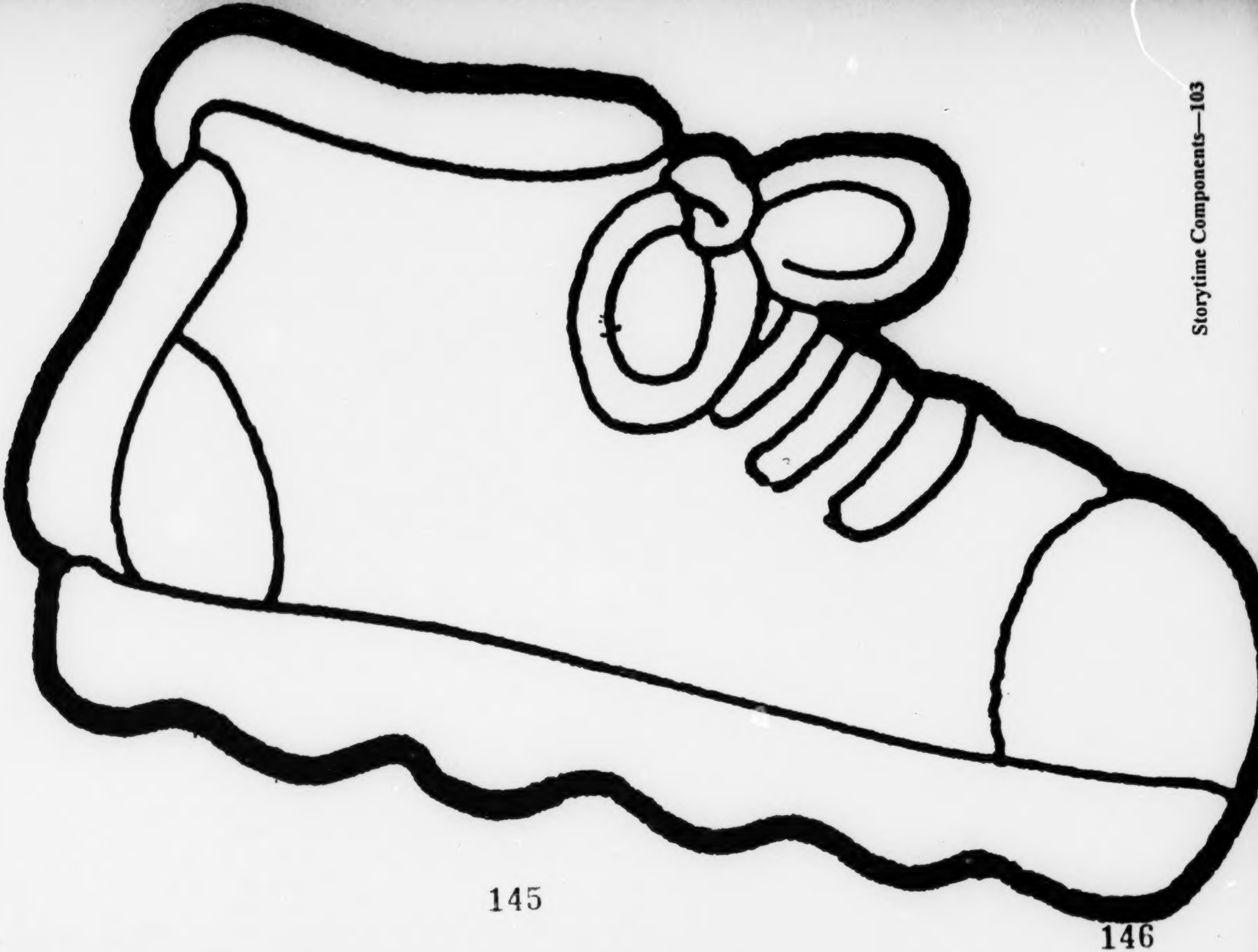
Directions

Color the entire piece of cardboard with different colors in different areas. The cardboard should be covered entirely with a thick layer of crayon. Color over the entire board with a black crayon. Using a scratch tool, draw a picture. As you scrape off the black crayon, the colors underneath will show through. Your drawing can have a great deal of detail in this way. If you don't like the way something turned out, you can color over it with the black crayon and start over.

Decorative Running Shoes

by Karen Plauche, Tangipahoa Parish Library

Have children bring old pairs of tennis shoes or give he children a cardboard cut-out of a shoe. Supply the children with recycled objects such as doubloons, paper, glitter, feathers. Also, supply them with paint, glue, and markers. Allow them to be creative and offer a prize to the most creative!



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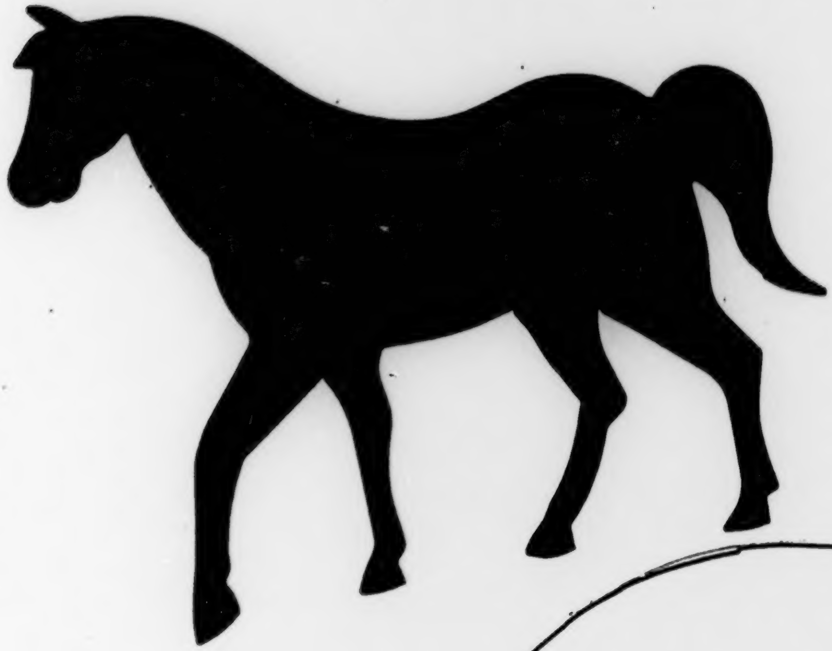
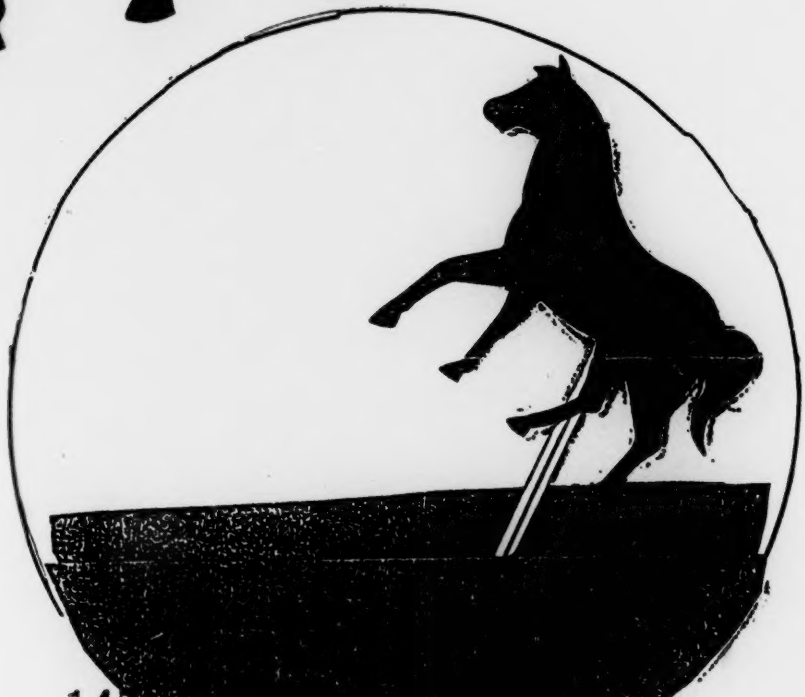
Galloping Horse

by Barbara Brand, St. Tammany Parish Library

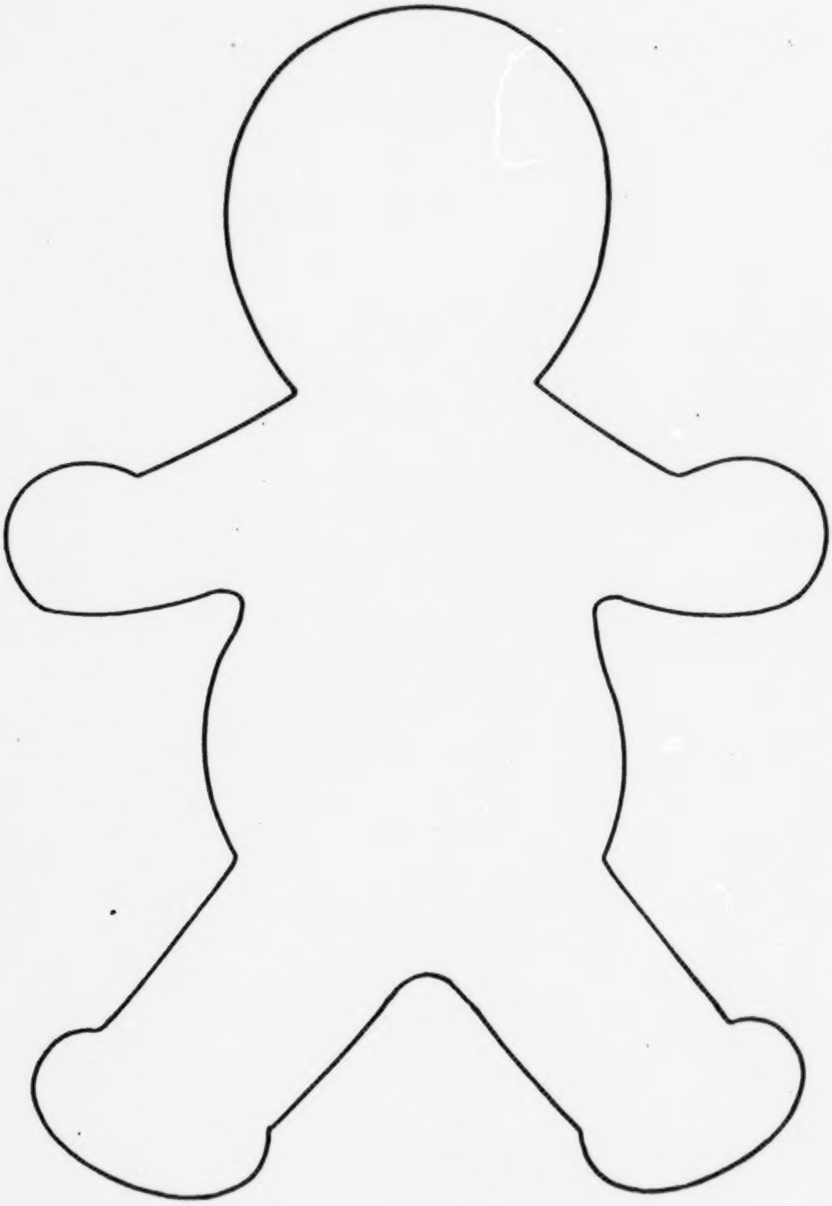
You will need 9" paper plates, straws, green and brown construction paper, and tape. Draw a 9" circle on the construction paper, then cut in half. Each half will cover the bottom of a paper plate. Cut a strip from the widest part of the half circle and attach to the plate. Punch a hole below it to insert a straw with a brown construction paper horse attached. Add the rest of the green half circle to the bottom of the plate to cover the straw.

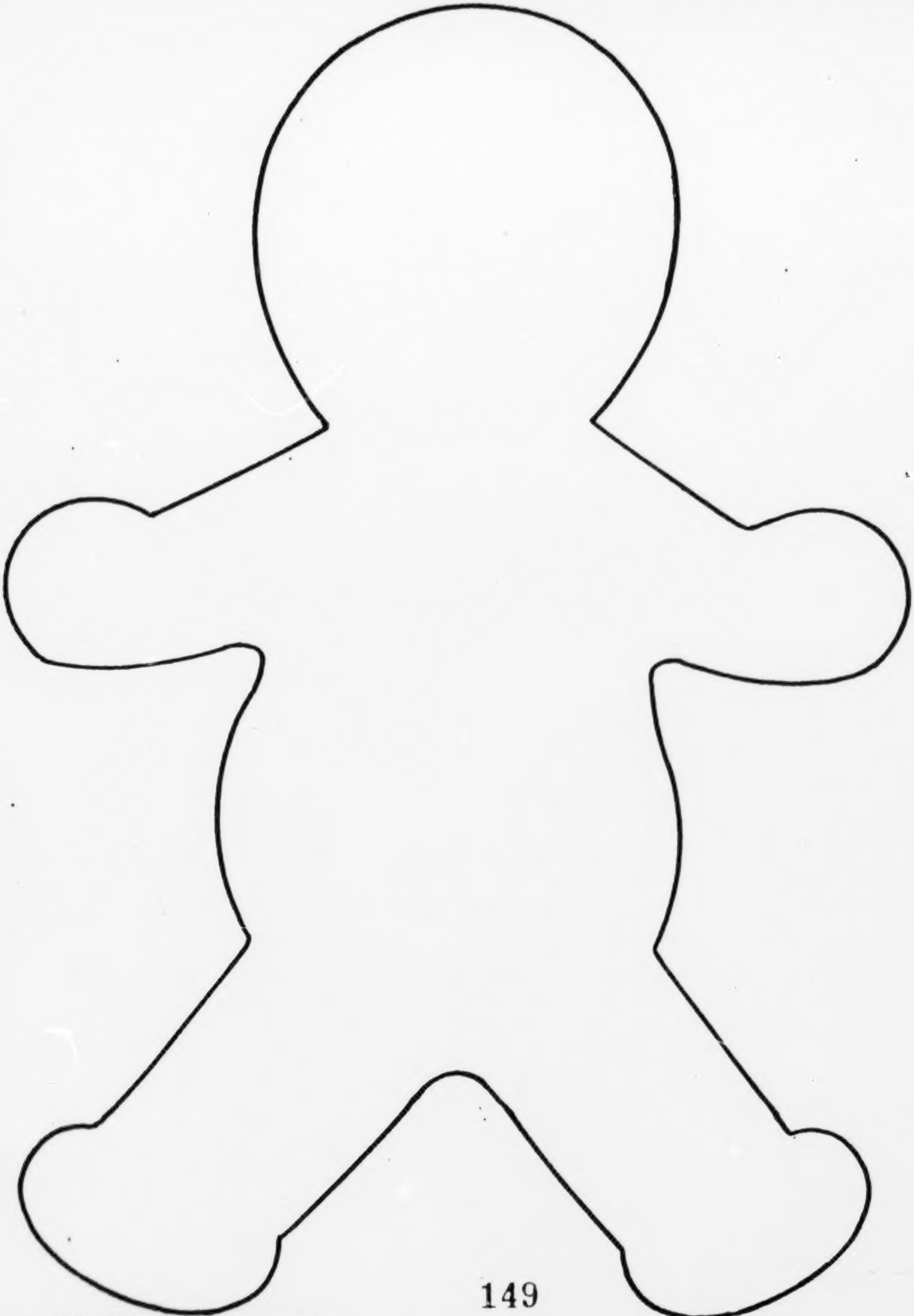




Gingerbread Men

Provide children with icing, almonds, raisins, and colored sugar and let them decorate pre-baked gingerbread men. Or trace pattern on brown construction paper, and let children decorate.





It's Greek To Me (T-shirt decoration)

IT'S GREEK TO ME

SPREAD A T-SHIRT OUT FLAT ON A TABLE. GET A PIECE OF POSTER BOARD OR CARDBOARD THAT IS AS WIDE AND AS LONG AS YOUR T-SHIRT.

SLIDE THE POSTER BOARD INTO THE T-SHIRT, SO THAT YOUR PAINTING ON THE FRONT OF THE SHIRT WON'T LEAK THROUGH TO THE BACK.

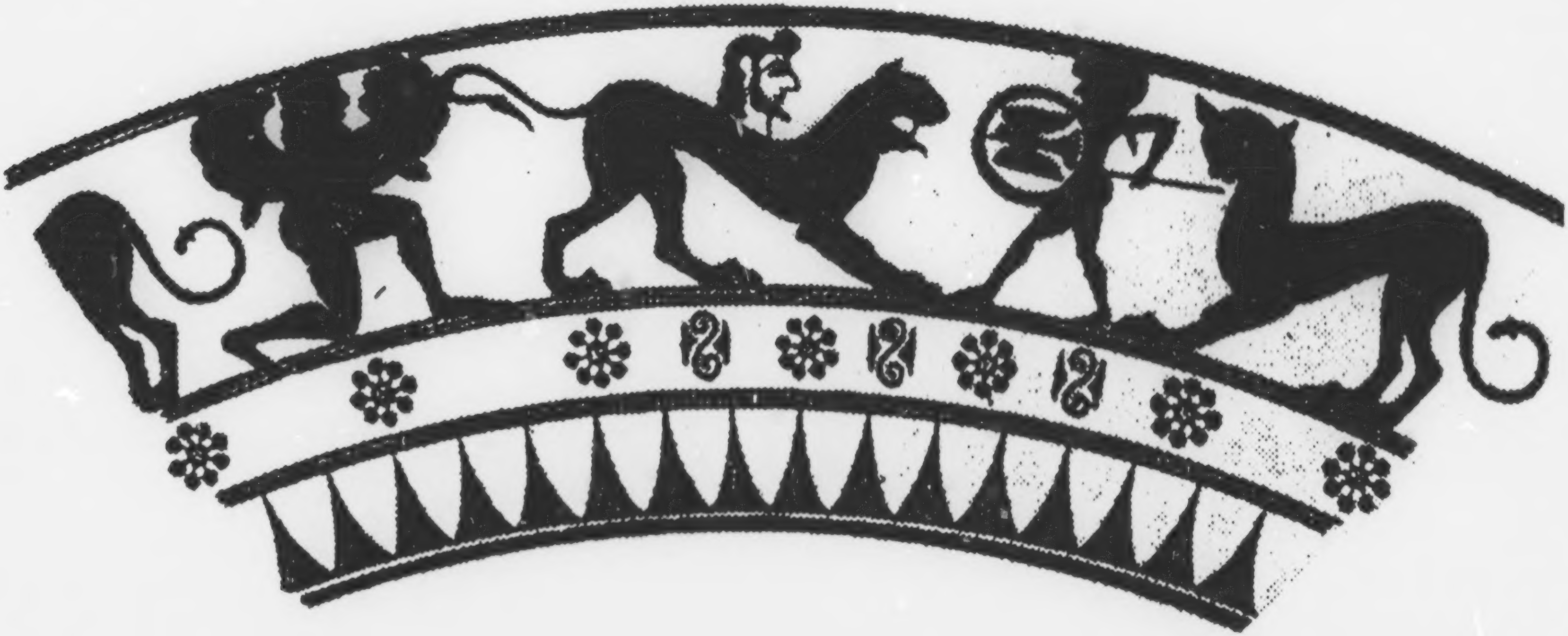
IN GREEK LETTERS, PAINT YOUR NAME ON THE SHIRT. YOU CAN ALSO DECORATE THE SHIRT WITH THE OLYMPIC RINGS OR WITH ANY OTHER DESIGN YOU WANT.

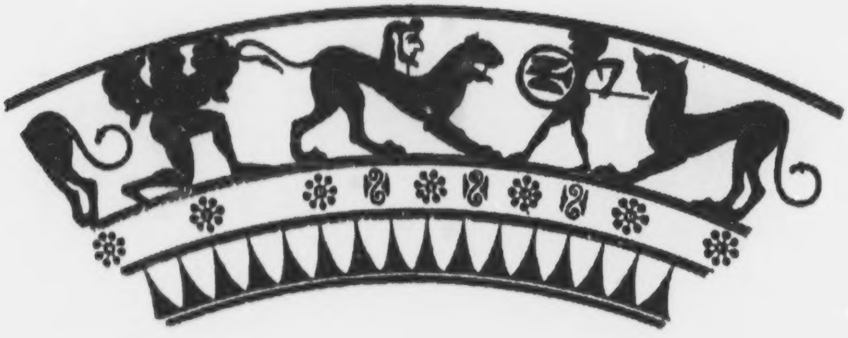
LET YOUR SHIRT DRY FLAT FOR THREE DAYS BEFORE YOU WEAR IT. WAIT AT LEAST FOUR DAYS BEFORE YOU WASH IT, AND LET IT LINE DRY.

YOU CAN ALSO USE THE SAME METHOD FOR DECORATING FABRIC BANNERS, SWEAT-BANDS, AND RUNNING-SHORTS.

GREEK		ENGLISH
ALPHA	A	A
BETA	B	B
GAMMA	Γ g	C G PLACED 7TH
DELTA	Δ	D
EPSILON	E ĕ	E
DIGAMMA	F	F
ZETA	Z	Z PLACED LAST
ETA	H ē	H
THETA	Θ th	
IOTA	I	I J
KAPPA	K	K
LAMBDA	Λ	L
MU	M	M
NU	N	N
XI	Ξ	X PLACED 24TH
OMICRON	O ŏ	O
PI	Π	P
SAN	Ϻ	
KOPPA	Q	Q
RHO	P	R
SIGMA	Σ	S
TAU	T	T
UPSILON	Υ	U V
PHI	Φ Ph	W
CHI	X Ch	
PSI	Ψ Ps	Y

IT'S GREEK.... (T-SHIRTS), CONT.





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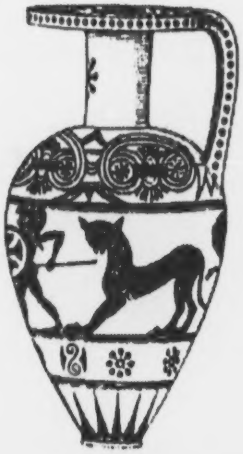

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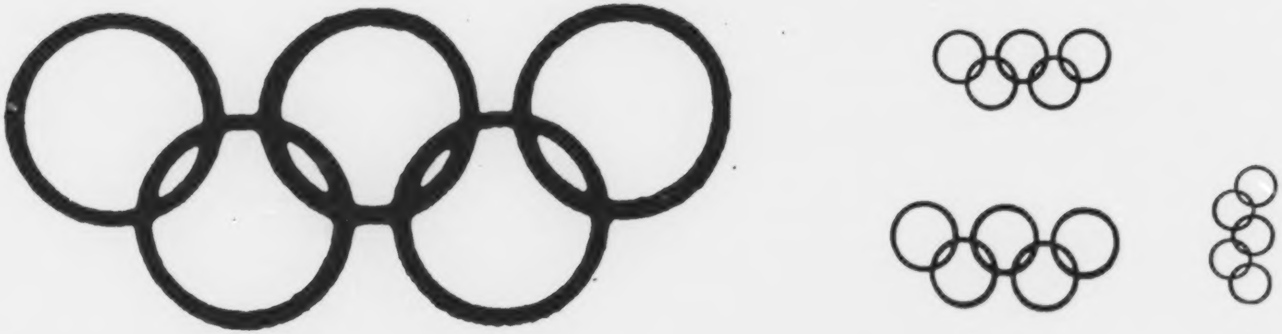

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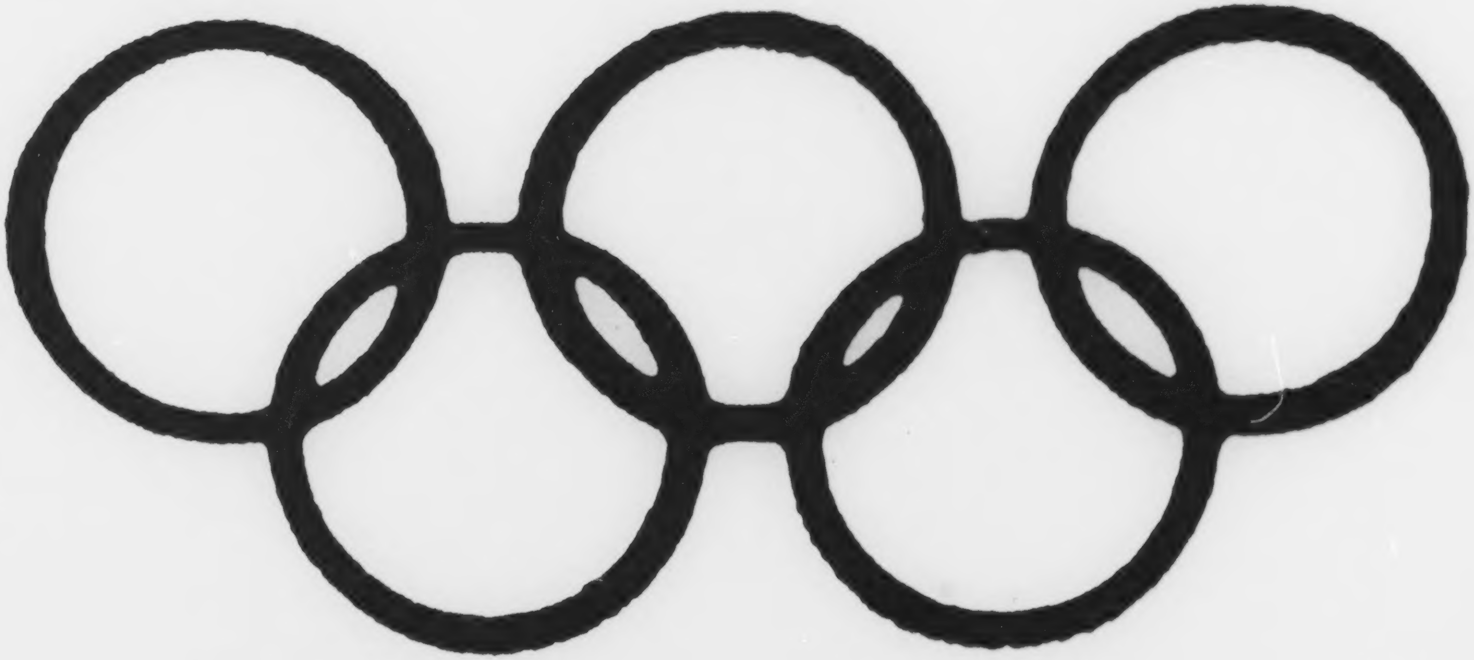

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Make a Greek Mosaic
by Emily Jackson, East Baton Rouge Parish Library

MAKE A GREEK MOSAIC

PREPARE

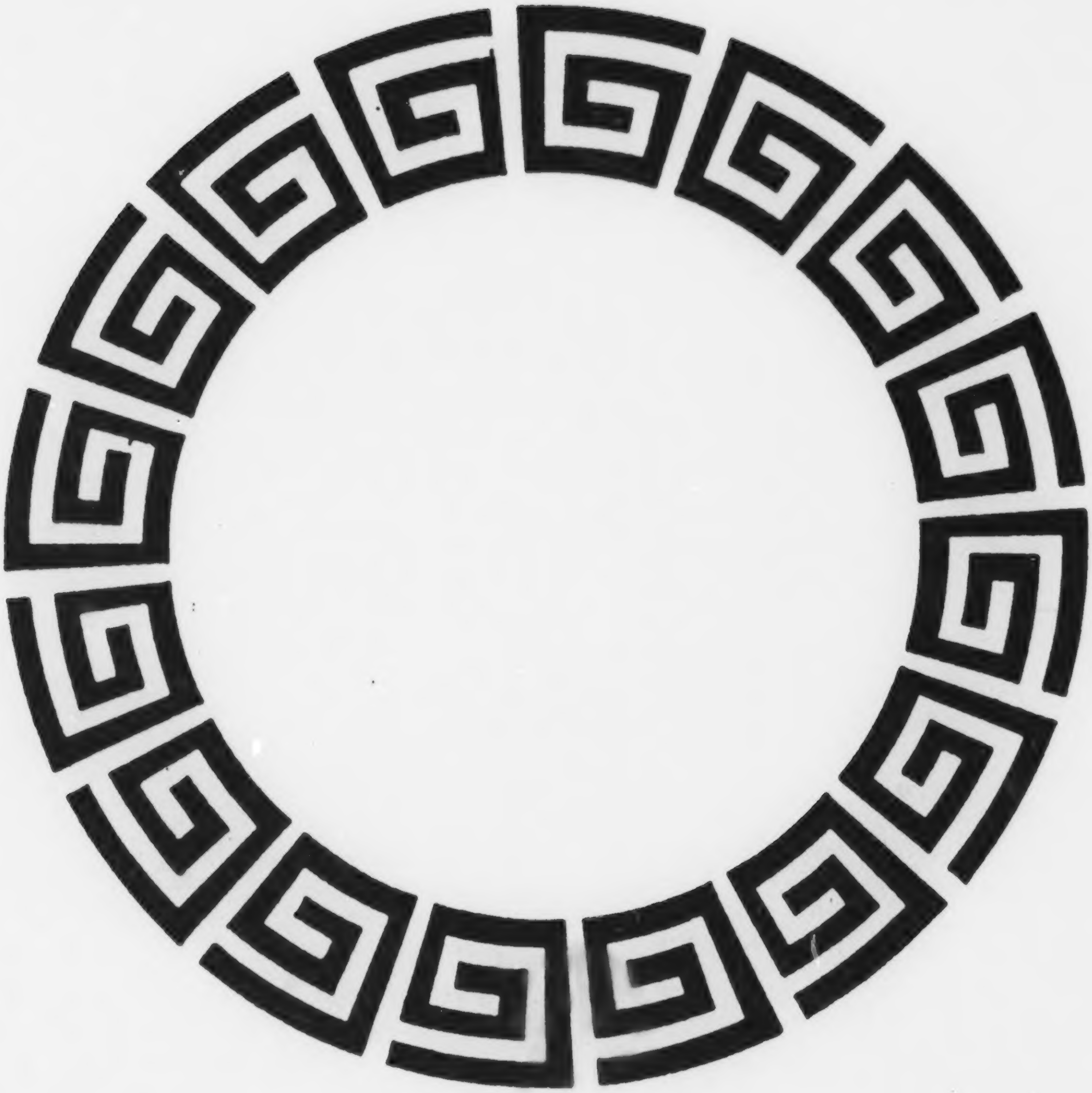
1. DIFFERENT COLORS OF PAPER, CUT OR TORN INTO PIECES. CUT-UP BOOK JACKETS, OLD POSTERS, ALUMINIUM FOIL--ANYTHING COLORFUL WILL DO.
2. A RECTANGULAR PIECE OF CONSTRUCTION PAPER, OR, IF YOU WANT A ROUND MOSAIC, A FLATTENED PAPER PLATE.
3. BORDER AND OUTLINE.

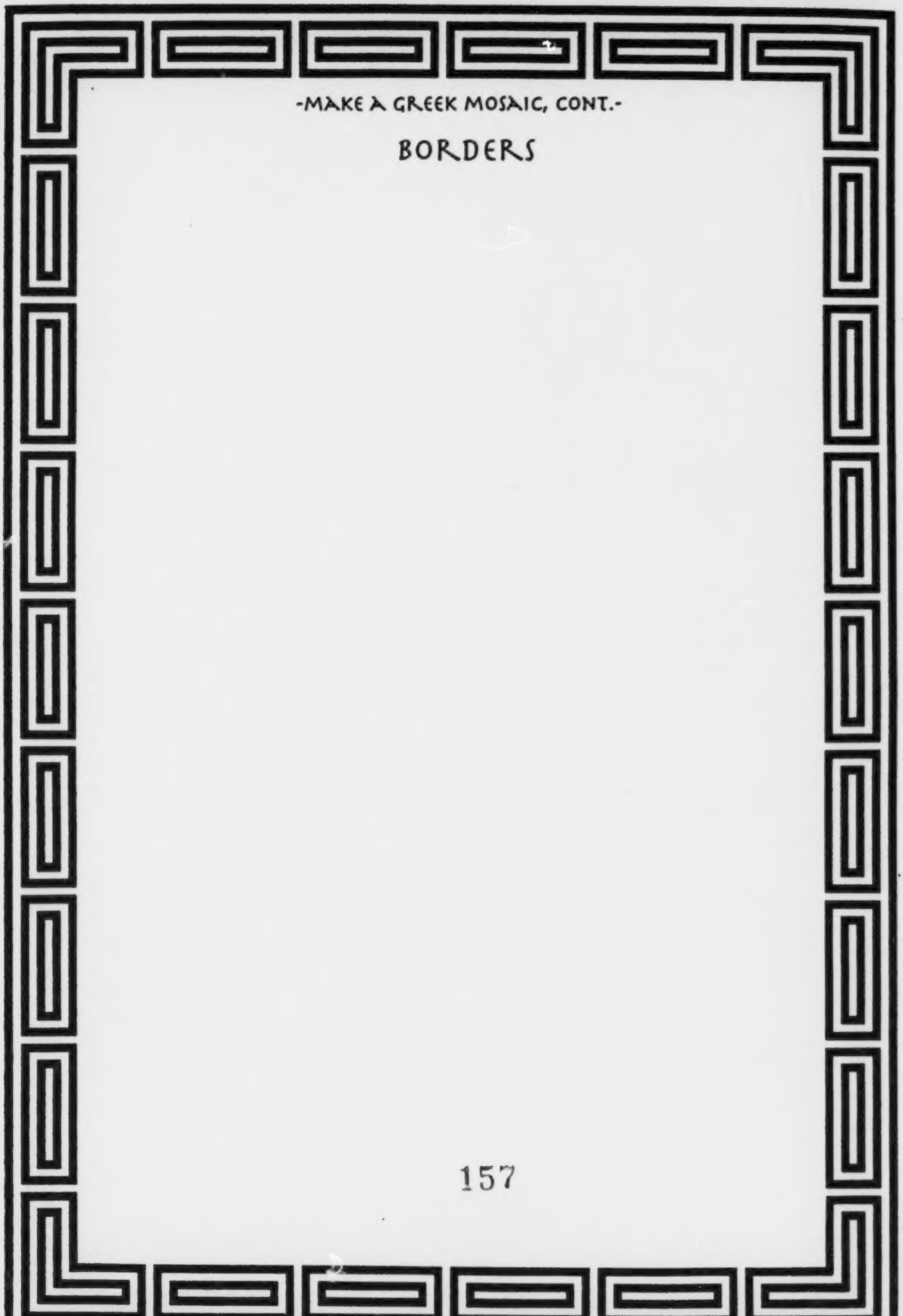
NEXT

1. PASTE BORDER TO CONSTRUCTION PAPER OR PAPER PLATE.
2. PASTE OUTLINE WITHIN BORDER.
3. ARRANGE YOUR TORN OR CUT SCRAPS OF PAPER TO FILL IN THE OUTLINE .

-MAKE A GREEK MOSAIC, CONT.-

BORDERS





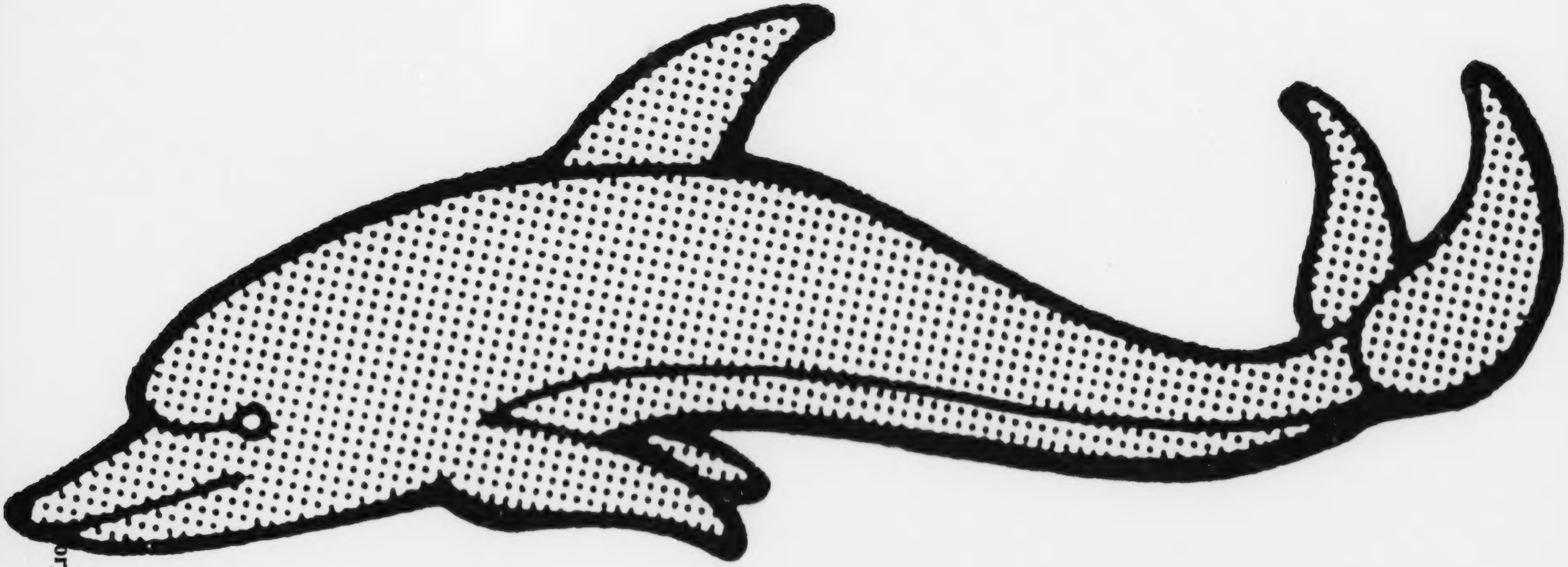
-MAKE A GREEK MOSAIC, CONT.-

BORDERS

Geometric

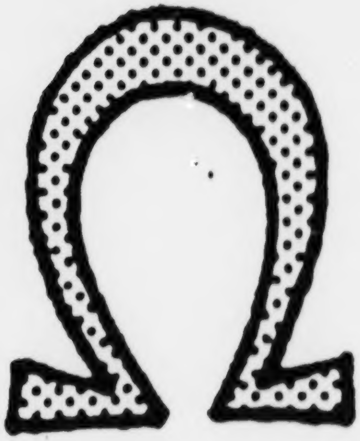
-MAKE A GREEK MOSAIC, CONT.-

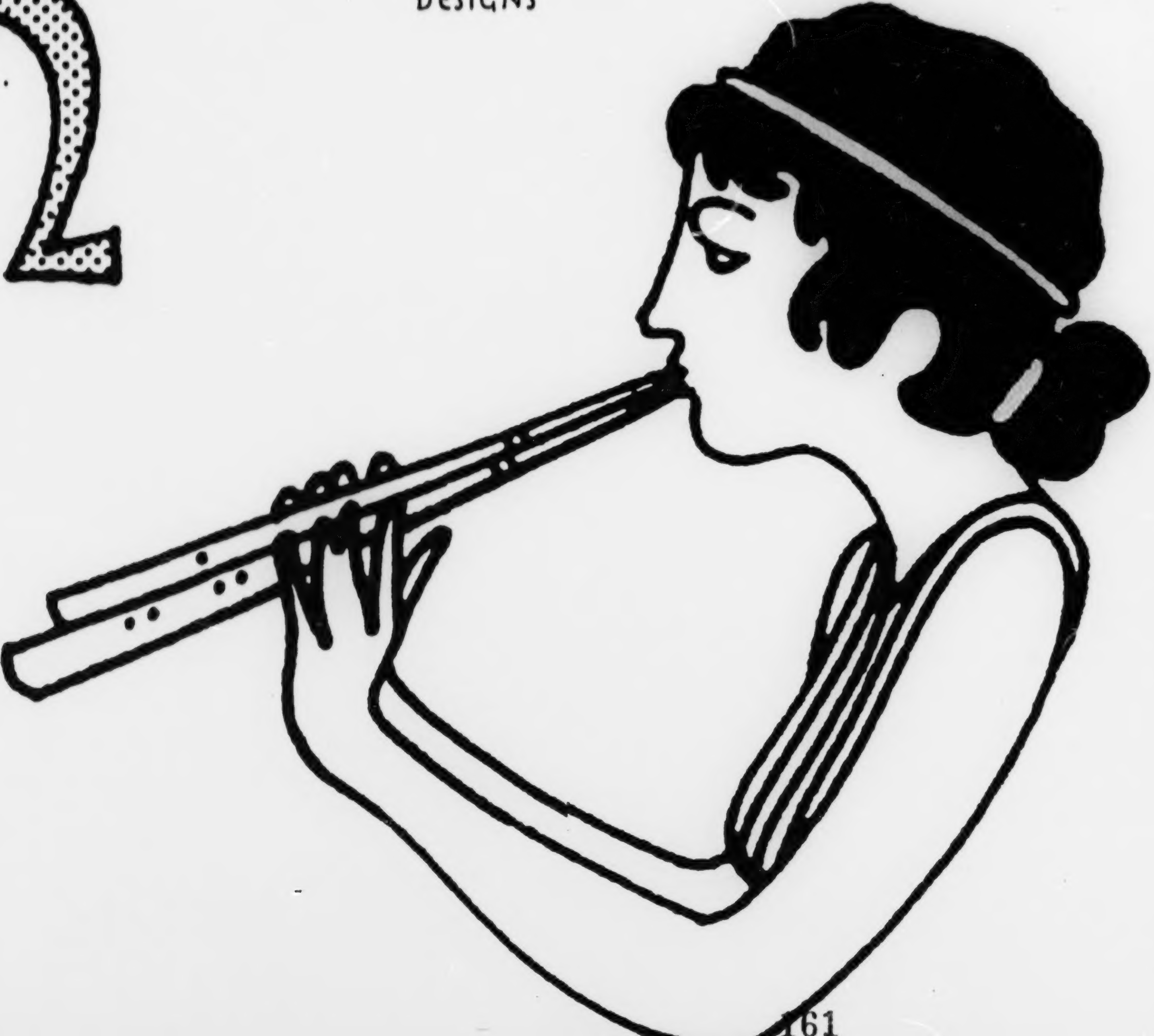
DESIGNS



-MAKE A GREEK MOSAIC, CONT.-

DESIGNS





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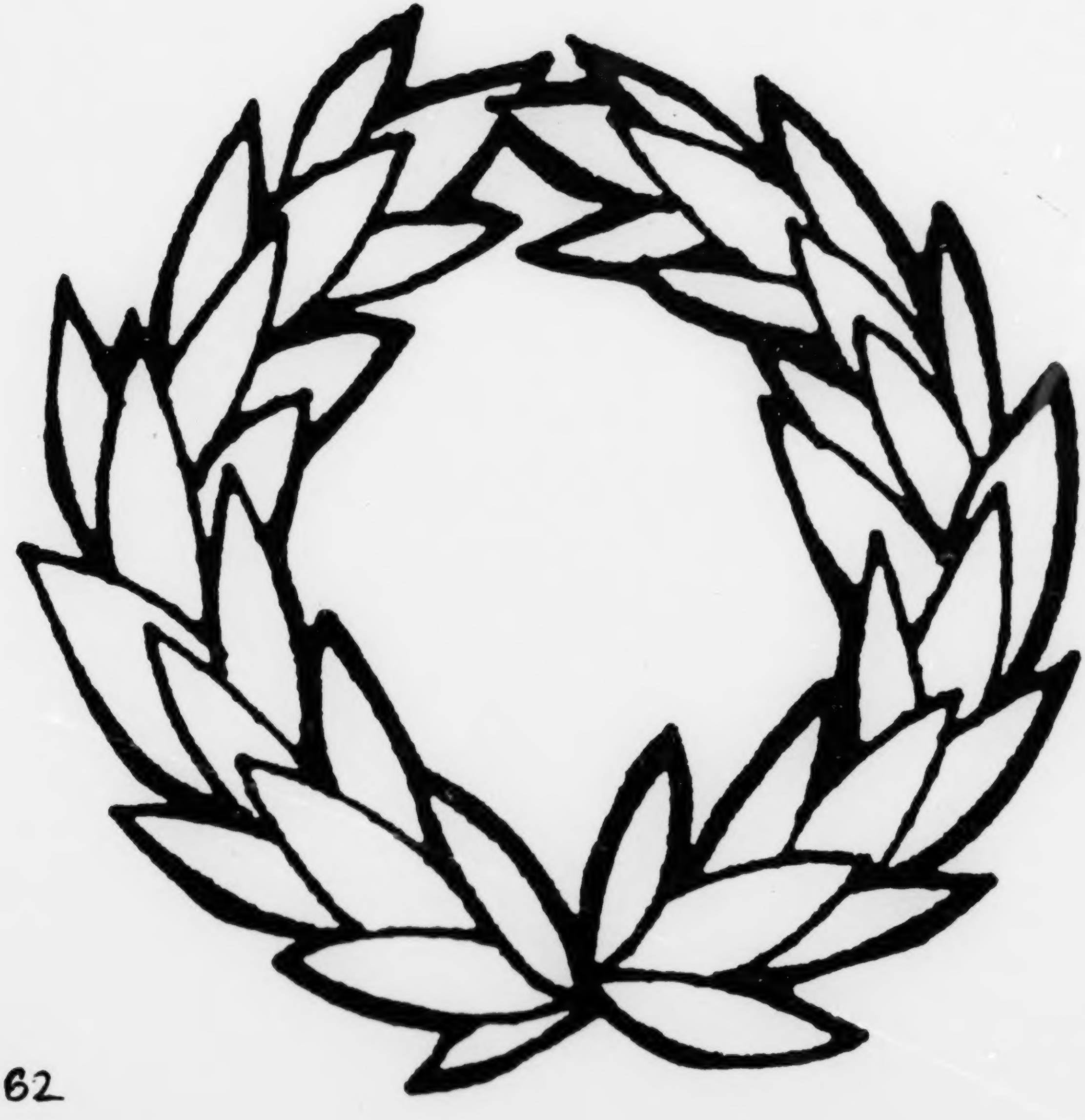

•MAKE A GREEK MOSAIC, CONT.•

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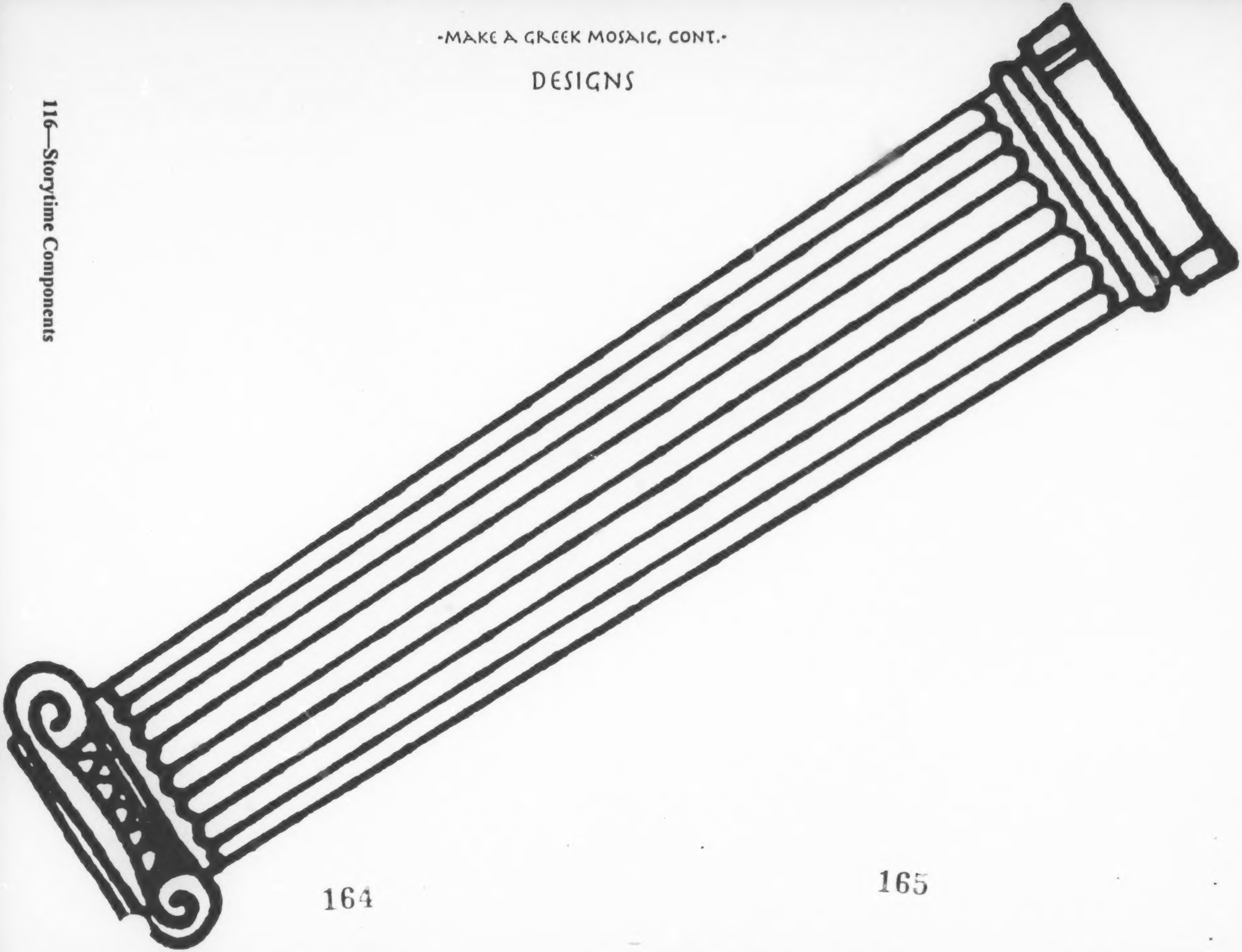

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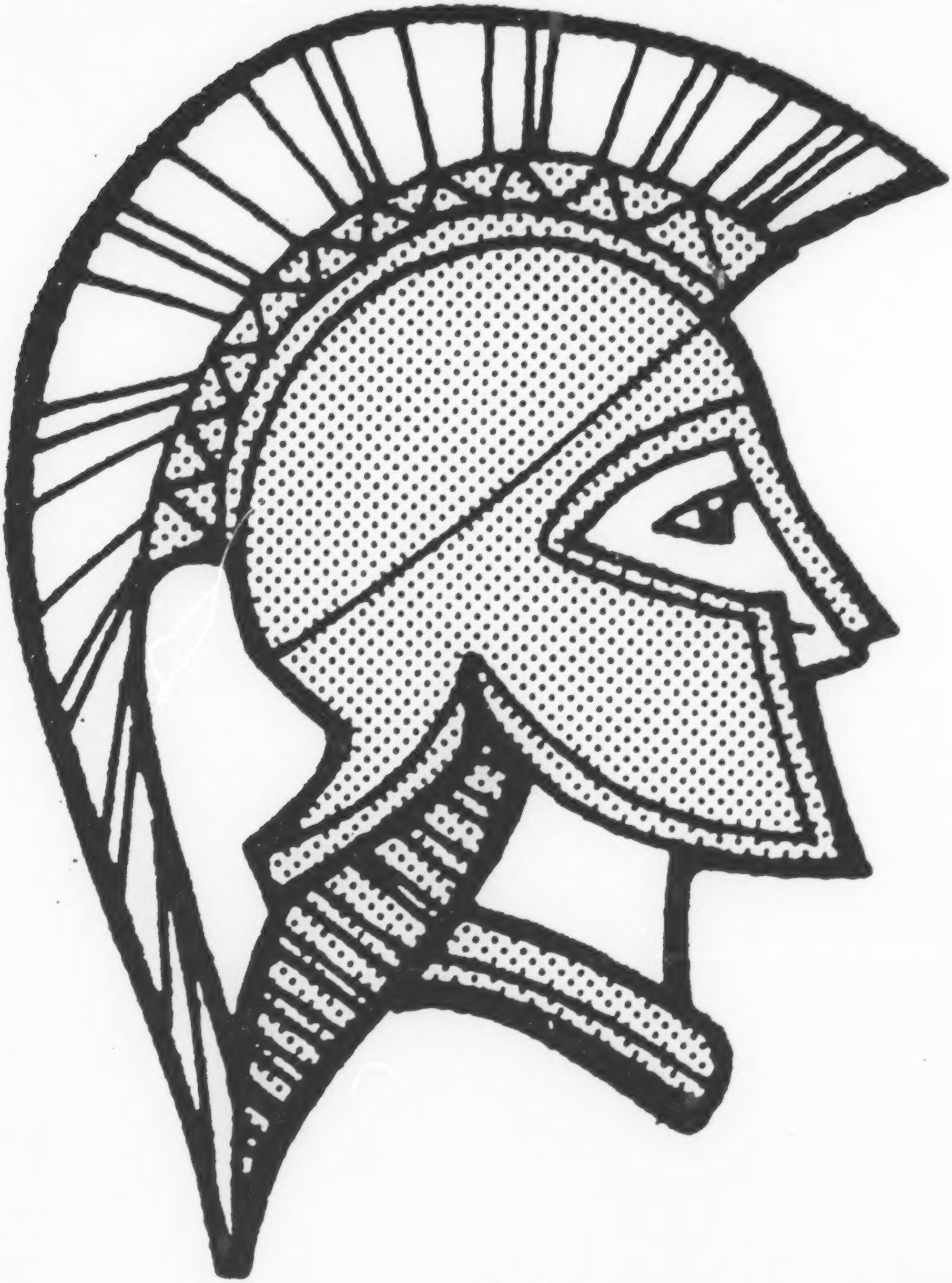

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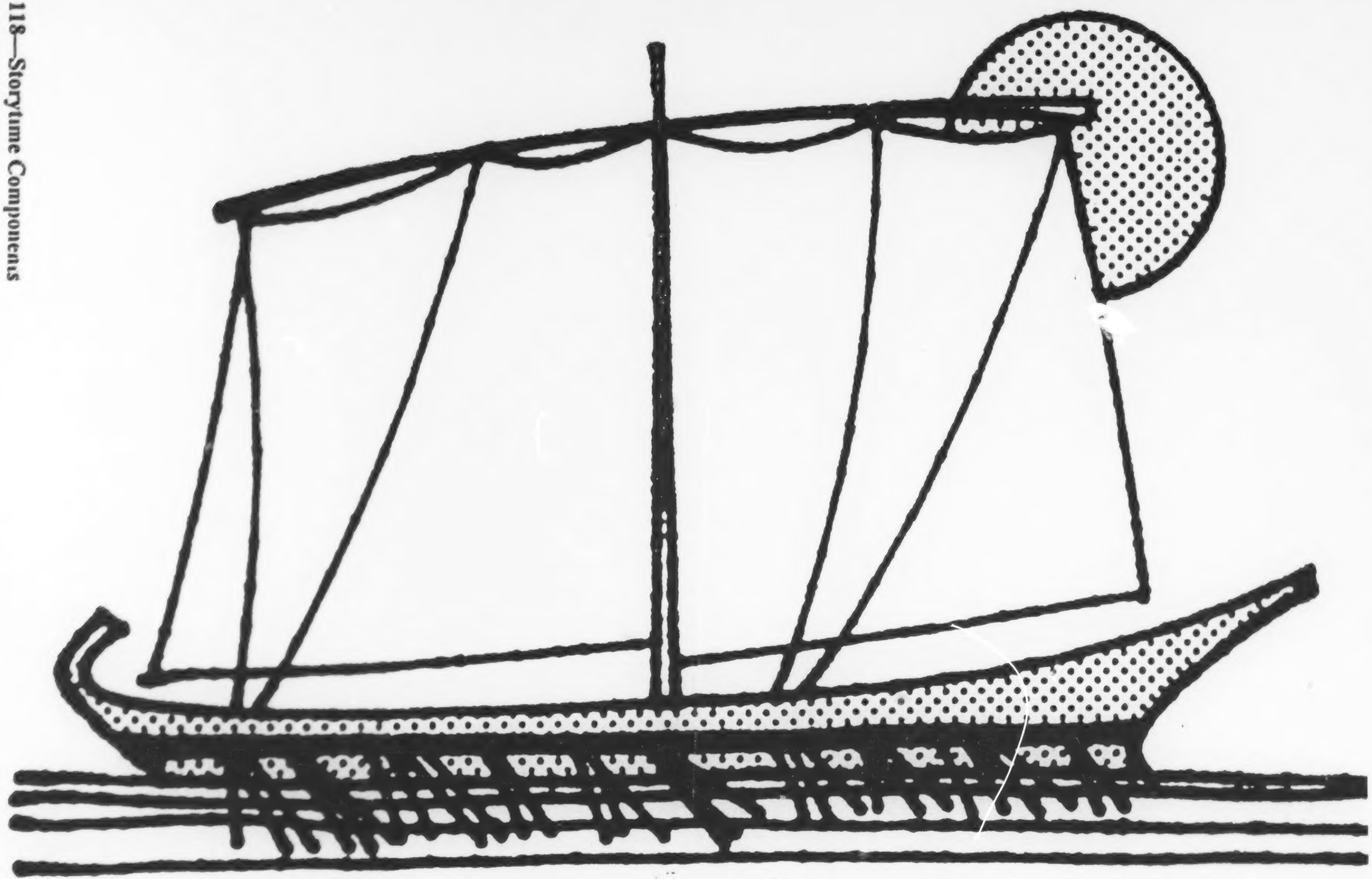

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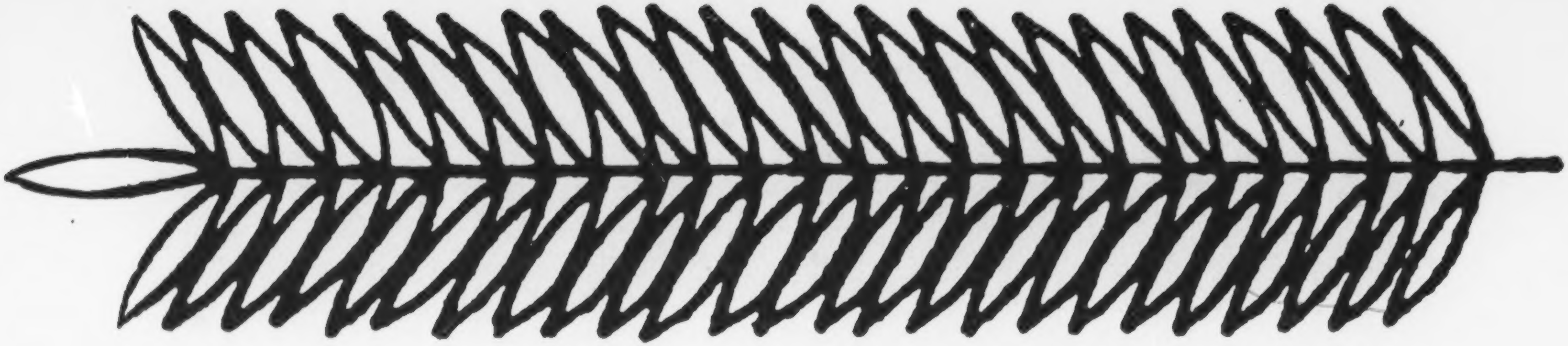

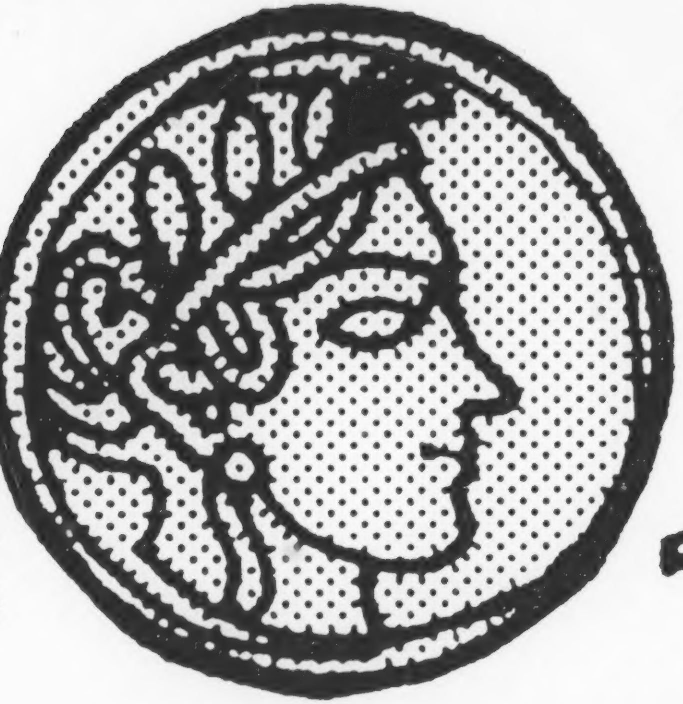

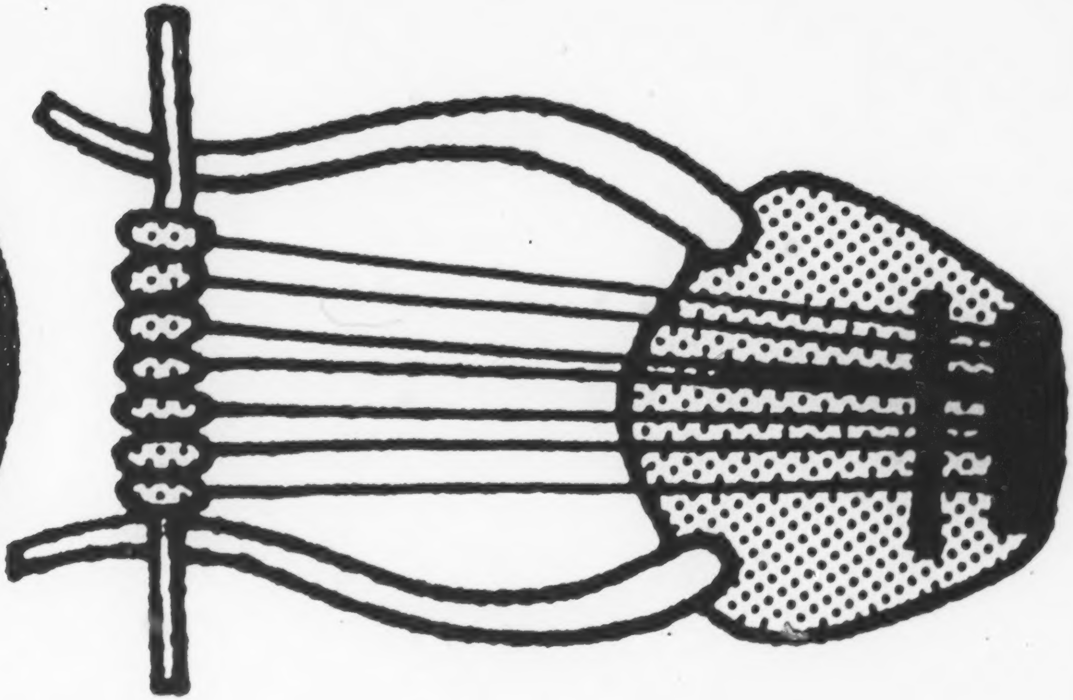

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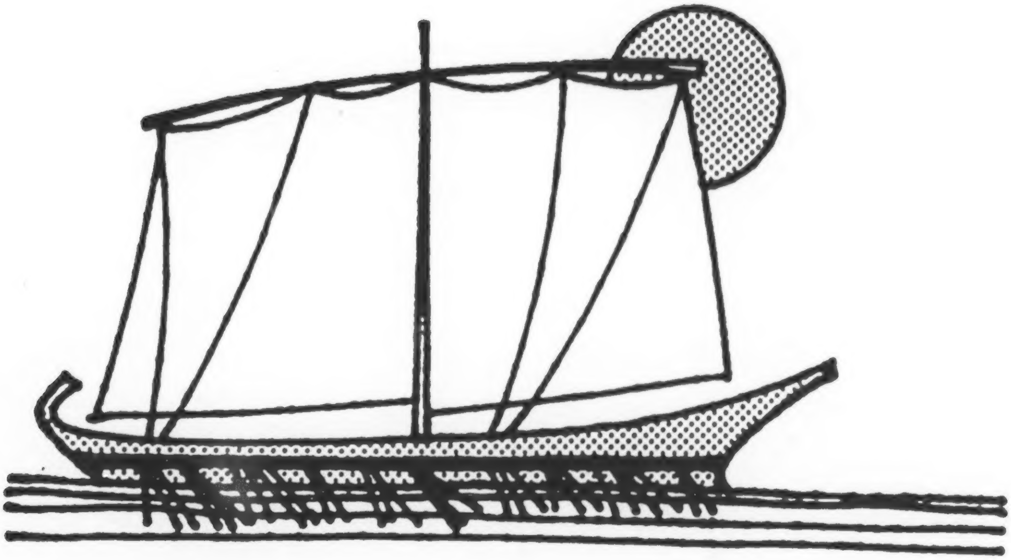

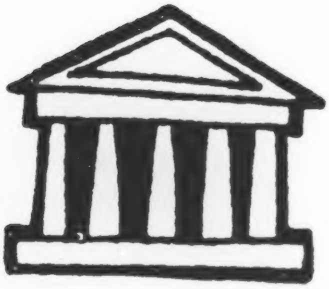

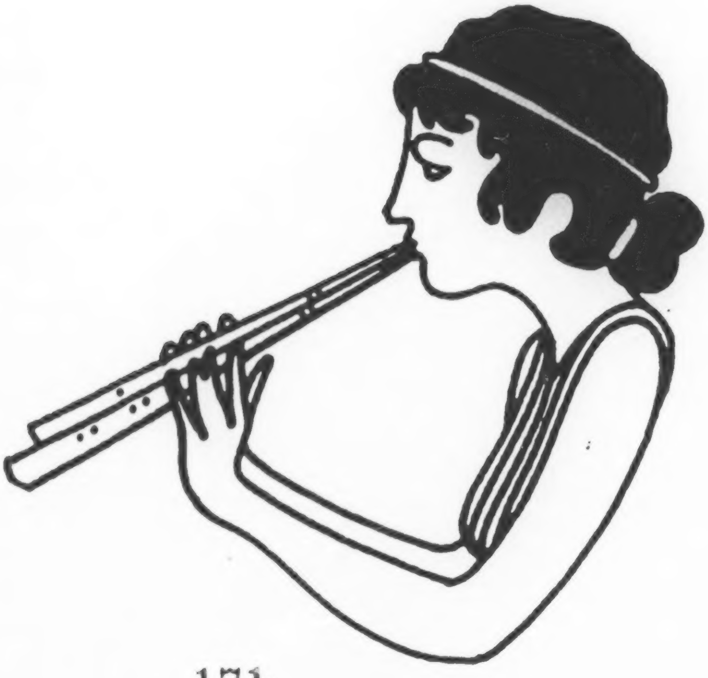

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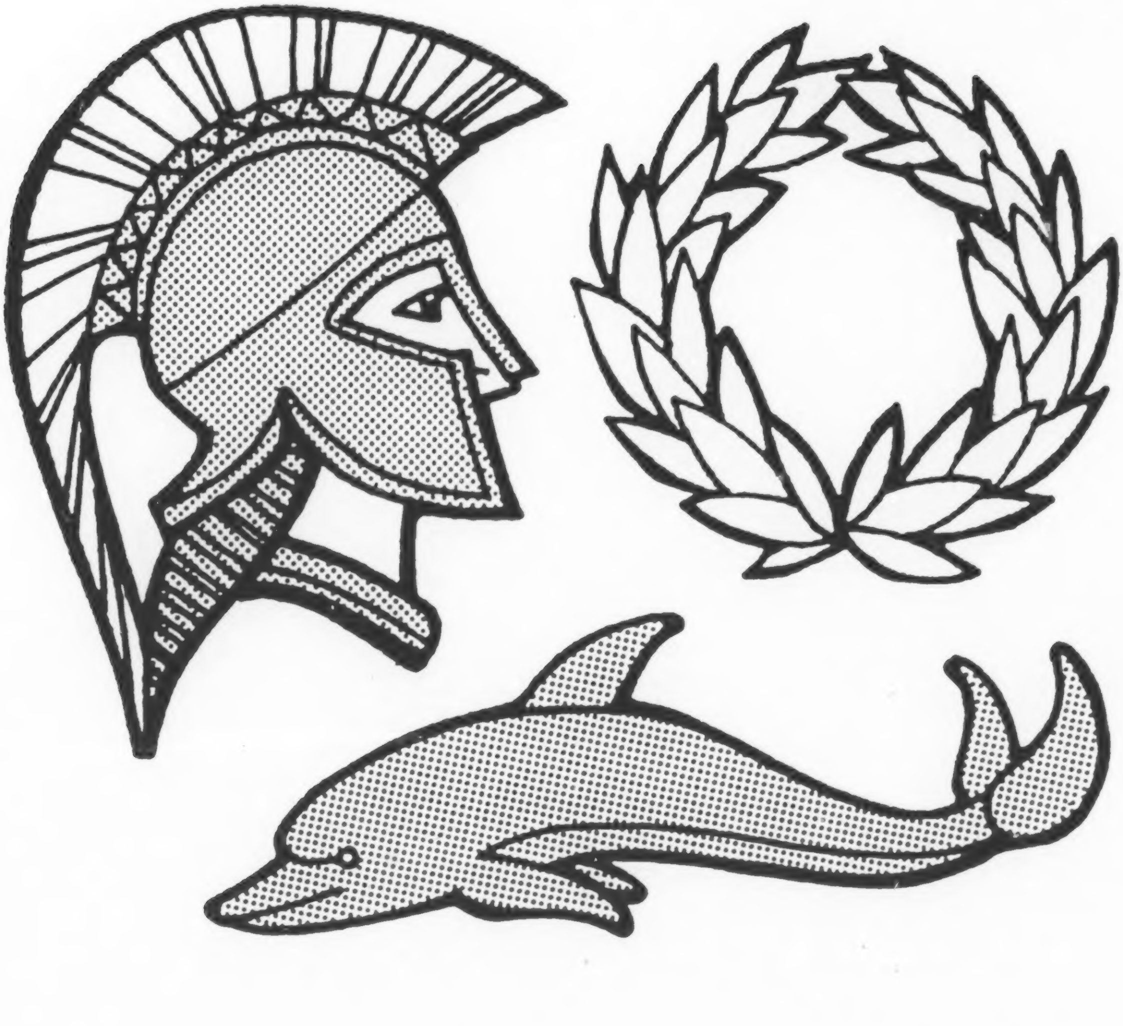


Olympic Medals

Copy the medal pattern from the clip art onto cardstock. Let the children cut and then color their medal. For another version of a medal, let children design their own medal using the Olympic symbols or a peel and stick gold medallion. A third kind of medal can be made by tracing a circle on construction paper or oaktag using a jar lid as a pattern and cut out. Use glitter or self-adhesive stars to decorate.

Punch a hole through the top. Cut a piece of yarn, string, or ribbon long enough to fit over a child's head. Thread it through the hole and tie.

Karen Plauche, Tangipahoa Parish Library, suggests a gold medal. Each child will need approximately one yard of red, white, or blue ribbon. Hot glue a gold doubloon in the center of each piece of ribbon, then tie the ends together. Gold construction paper can be used instead of doubloons.

Paper Torch

Use cardboard tubes from tissue paper, paper towels, or gift wrap as the handle. Cover with construction paper or decorate. Cut a flame shape from yellow construction paper, or use yellow tissue paper that you have crumpled slightly, and put into one end of the tube for flames. Make streamers from red, orange, and yellow crepe paper or tissue paper and tape or glue around the "flames" so that it looks like the flame is flickering when the child runs with the torch.

Kids Create! by Laurie Carlson also has good directions for an Olympic gold medal and a paper torch on p. 24.

Running Crayon Etching

by Karen Plauche, Tangipahoa Parish Library

Cut cardboard into 8½" x 11" pieces. You should have one piece per child. Color the cardboard with a variety of colors on each piece of cardboard. Apply a light coating of black ink with a brush (sold at craft stores). Allow the ink to dry.

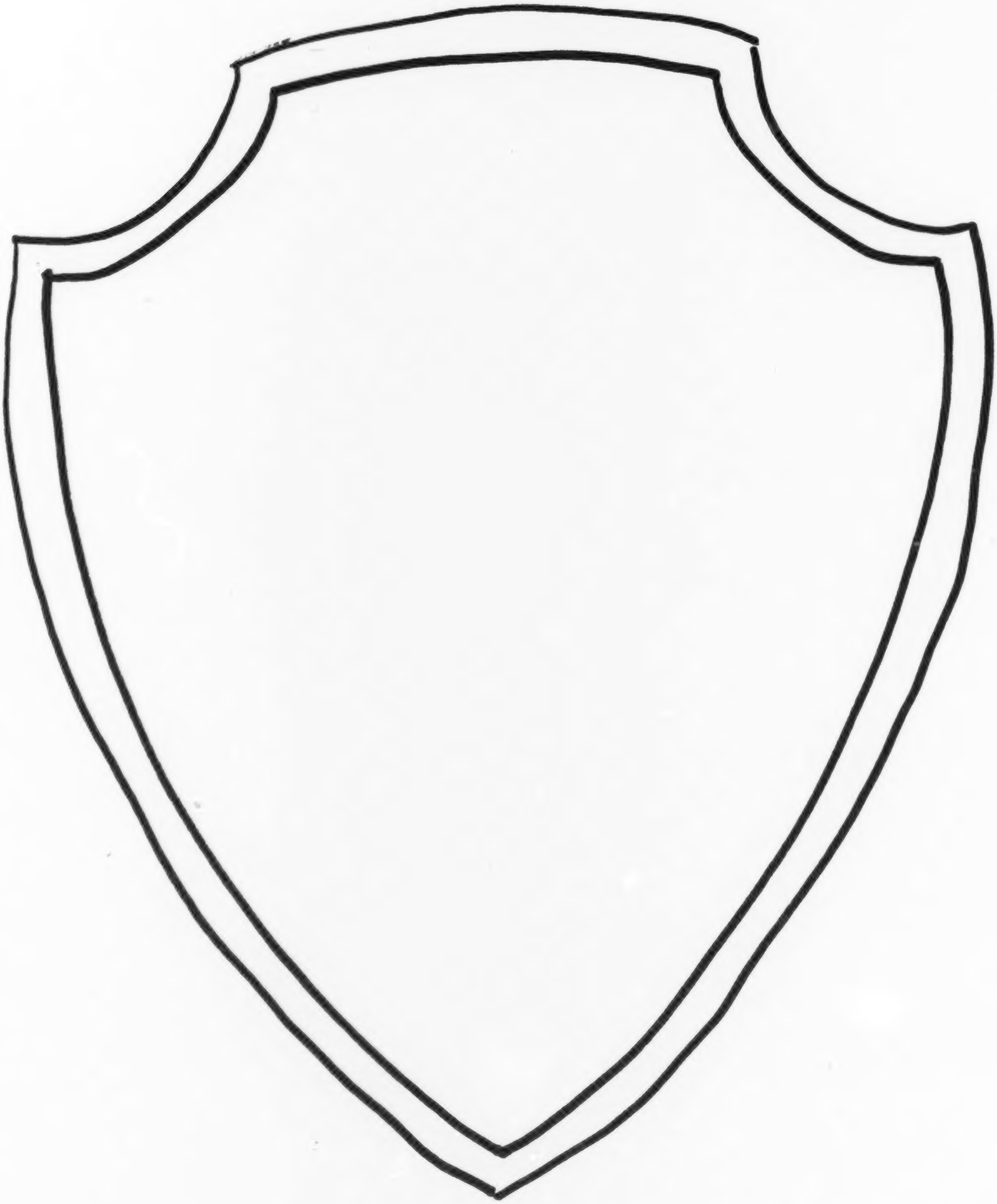
Give each child their piece of cardboard and instruct them to etch a picture of themselves winning a race. Allow them to etch with a coin or a popcycle stick.

Sweatbands

For each sweatband, you will need a piece of terry cloth approximately 4" x 24" (old towels work great), a needle and thread, and a 2" piece of ½" to 1-inch wide elastic. Fold the short ends of the terry cloth back 1" toward the wrong side. Pin in place and sew with running stitches, then remove the pins. Fold the long sides back ¾" to the wrong side and pin. Fold one of the long sides toward the opposite long side and pin in place. (At this point, the material will be folded into four layers.) Sew the long sides together through three layers of material using a running stitch. Slip one end of the piece of elastic through the folds at one end of the sweatband, pin in place, and tack down. Make sure the sweatband and the elastic are not twisted, and tack down the other end of the elastic in the folds at the other end of the sweatband. Remove all pins.

Trophy, Certificate and Plaque Patterns

Let the children decorate the awards with colors, markers, glitter, and star stickers.



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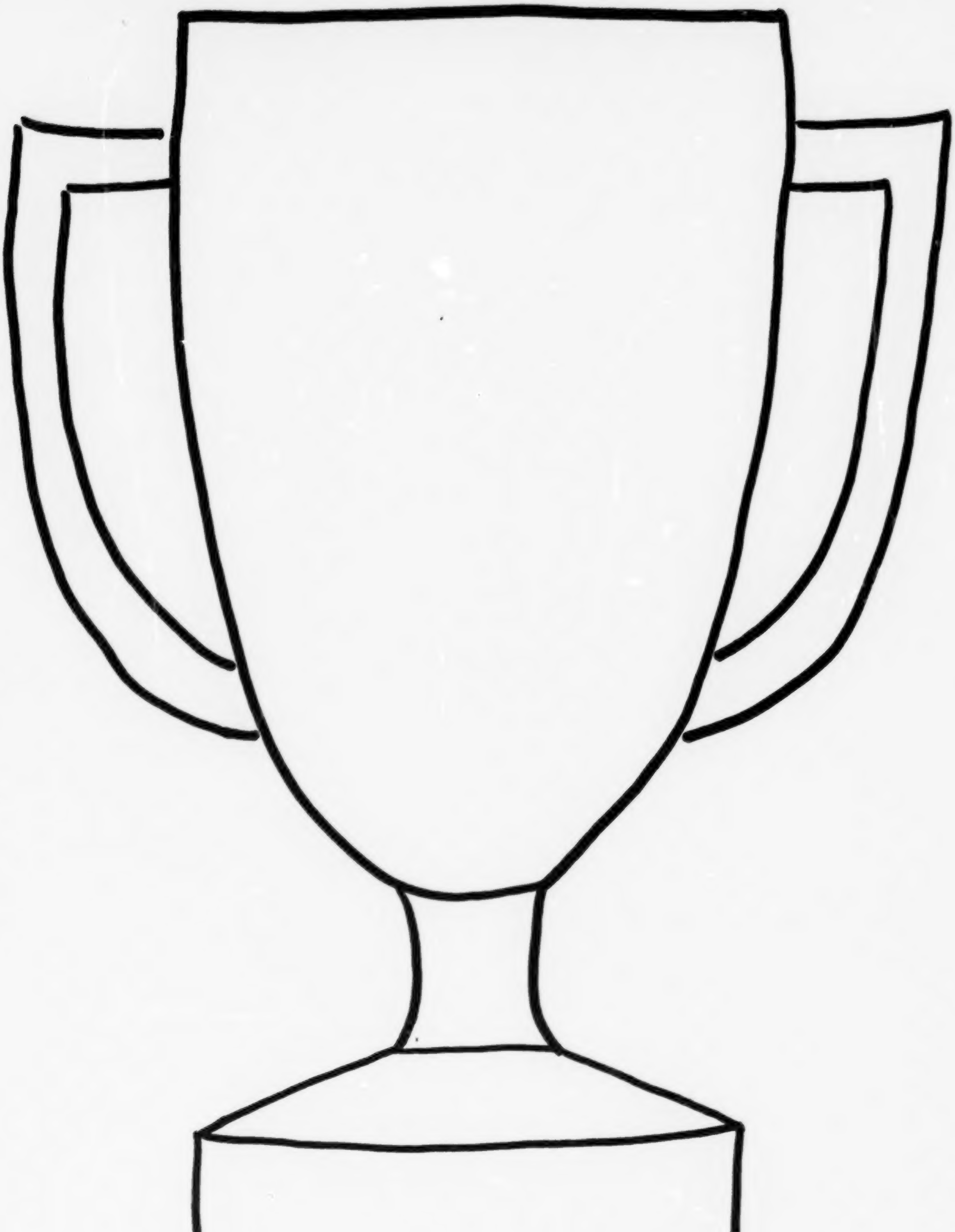

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Wind Sock

by Karen Plauche, Tangipahoa Parish Library

8½" x 11" white paper
markers or crayons
crepe paper: blue, yellow, black, green, red
yarn
gold star stickers

Let children to decorate paper as they like, for example, use gold stars, or draw the Olympic symbol, and so on. Form the paper into a cylinder and staple or glue. Attach five streamers, one of each color, to bottom of cylinder. Hang with yarn.

Additional Books

Kids Create! by Laurie Carlson contains many easy projects with complete directions, as well as a section on working with groups of children.

Rachel Wright's book *Greeks: Facts, Things to Make, Activities* includes easy projects, such as a temple building make out of cardboard, a Grecian vase, pan pipes, and a counting board.

Fingerplays

The Airplane

from *Ring A Ring O' Roses*, 9th ed., Flint Public Library

The airplane has great big wings;	[Arms outstretched.]
Its propeller spins around and sings	[Make one arm go around]
"Vvvvvvv!"	
The airplane goes up;	[Lift arms.]
The airplane goes down;	[Lower arms.]
The airplane flies high	[Arms outstretched, turn body around.]
Over our town!	

The Ball

from *Ring A Ring O' Roses*, 9th ed., Flint Public Library

Here's a ball I keep on the shelf	[Form circle with fingers. Place on shelf.]
I can toss it, and catch it	[Pretend to toss, catch and bounce.]
And bounce it myself.	
Here is a ball, I'll toss it to you.	[Use appropriate motions.]
Please catch it and toss it	
Right back to me, too.	

A Ball For Baby

from *Ring A Ring O' Roses,* 9th ed., Flint Public Library

Here's a ball for baby,	[Touch fingertips, forming ball.]
Big and soft and round.	
Here is baby's hammer,	[Pound one fist on other.]
Oh, how he can pound.	
Here is baby's music	[Clap hands.]
Clapping, clapping so.	
Here are baby's soldiers	[Hold ten fingers erect.]
Standing in a row.	
Here is baby's trumpet	[One fist in front of other at mouth.]
Toot, too, too, too, too.	
Here's the way that baby	[Spread fingers in front of eyes.]
Plays at peek-a-boo.	
Here's a bib umbrella To keep the baby dry.	[Hold index finger of right hand erect. Place palm of left hand on top of finger.]
Here is baby's cradle, Rock-a-baby bye.	[Make cradle of interlocked fingers, knuckles up, erect index and smallest fingers. Rock hands.]

Balloons

from *Ring A Ring O' Roses,* 9th ed., Flint Public Library

This is the way we blow our balloons.	[Pretend to blow, rounding hands as if holding a balloon, spreading further and further apart] *or*
Blow, blow, blow	[Make a circle, holding hands. Enlarge the circle, bigger and bigger.]
This is the way we break our balloons, Oh! Oh! Oh!	[Clap hands together on each "Oh!] *or* [Drop hands and fall down]

Barney Has a Basketball

Children are standing	
Hold "ball"	Barney has a basketball.
Point to colors on "ball"	It's red and white and blue;
Dribble "ball"	And, if you play the game with him,
Pass "ball" into the middle	He'll pass the ball to you.
Catch "ball"	You catch it and you dribble,
Shoot basket	And you run and put it in.
Hold up two fingers	"That's 'two' for us and 'none' for them:
Yay! Jump up	I think we're gonna win.

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Bedtime

This little fellow is ready for bed,	Extend index finger
Down on the pillow he lays his head;	Lay finger in palm of other hand
Pulls up the covers, snug and tight,	Close fingers over "fellow" in bed
And this is the way he sleeps all night.	Close eyes
Morning comes and he opens his eyes	Open eyes
Quickly he pushes the covers aside;	Open fingers
Jumps out of bed, puts on his clothes,	Let opposite hand dress "fellow"
And this is the way to school he goes	Walk two fingers up opposite arm

Brown Mules

Five brown mules were munching some hay,	(Hold up five fingers)
When one of the mules trotted away.	("Trot" right fingers up left arm)
Four brown mules went on munching that hay,	(Hold up four fingers)
When one of the mules began to kick and play	(Make circle with thumb on top of index finger, flick index finger out to make kicking motion)
Three brown mules went on munching that hay	(Hold up three fingers)
When one of the mules decided to bray,	(Shout: "Hee-Haw! Hee-Haw!)
Two brown mules went on munching that hay	(Hold up two fingers)
When one of the mules started to sashay,	(Wiggle fingers, move hand in zigzag motion)
That left one brown mule to eat all the hay.	(Hold up one finger)
And I think he rather liked it that way!	(Rub tummy and hee-haw)

Bunnies' Bedtime

"My bunnies now must go to bed,"	Hold up hand, extend fingers
The little mother rabbit said.	
"But I will count them first to see	Point to fingers
If they have all come back to me.	
One bunny, two bunnies, three bunnies dear,	Point to each finger as you count
Four bunnies, five bunnies, yes, all are here.	
they are the prettiest things alive	
My bunnies, one, two, three, four, five.	Point to children

Busy Fingers

This is the way my fingers stand, fingers stand, fingers stand,
This is the way my fingers stand, so early in the morning.

This is the way they dance about, . . .
This is the way I fold my hands, . . .
This is the way they go to rest, . . .

Creeping Indians

The Indians are creeping,	Creep fingers along forearm
Shh . . . . Shh . . . . shh	Raise fingers to lips
The Indians are creeping,	Creep fingers along forearm
Shh . . . . Shh . . . . shh	Raise fingers to lips
They do not make a sound	
As their feet touch the ground.	
The Indians are creeping,	Creep fingers along forearm
Shh . . . . Shh . . . . shh	Raise fingers to lips

Five Little Ponies

Five little ponies all dapple gray, Down in the meadow not far away. The first one said, "Let's run, Let's run!" The second one said, "Oh, that's no fun." The third one said, "I'm going to neigh." The fourth one said, "I'd like some hay." The fifth one said, "Here comes a jeep."	(Hold up five fingers. Bend them down as verse progresses)
So the five little ponies away did leap.	(Fingers leap behind back)

Four Little Horses

Four little horses so frisky and fine	(Hold up four fingers and wiggle)
We out in the pasture on grass to dine.	(Make running motions with fingers)
One at the tall grass, one ate the short.	(Hold up right index finger, hold up right little finger)
While the middle two ate flowers in a row.	(Hold up right middle and ring fingers, point with each finger in succession)

Friends

I gave my horse an apple,	(Extend hand, palm up)
And she gave me a neigh.	(Neigh)
I gave my horse a carrot,	(Extend hand, palm up)
And she moved her head this way.	(Nod head up and down)
I gave my horse a sugar lump,	(Extend hand, palm up)
She gave me a smile,	(Smile)
And then she took me for a ride	
For more than half a mile!	(Move up and down with hands in front as if clasping reins)

Galloping

I like to ride on a gallopy horse.	
Gillopy gallopy, trot-trot-trot.	(Close fists with thumbs upward, make large circles with both fists)

Over the hilltop, down through the land,	(Move fists in short up and down motions)
Leaping the fence to the barnyard lot.	(Make jumping motion with fists)
It's rillicking-rollicking fun, is it not?	
To ride gillipy, gallopy, trot-trot-trot.	(Rapidly move fists up and down)
To ride, gillipy, gallopy, trot-trot-trot.	

Here Is My Turtle

Here is my turtle,	[make fist, extend thumb]
He lives in a shell,	[hide thumb in fist]
He likes his home very well.	
He pokes his head out when he wants to eat	[extend thumb]
And pulls it back in when he wants to sleep.	[hide thumb in fist]

Here's a Ball

from *Ring A Ring O' Roses,* 9th ed., Flint Public Library
(Can be used as a flannelboard with three colored felt circles of various sizes.)

Here's a ball,	[Form circle with thumb and index finger.]
And here's a ball	[Use both thumbs and index fingers.
And a great big ball I see	[Form large circle with arms.]
Shall we count them?	
Are you ready? One! Two! Three!	[count with index, middle and ring fingers, thumb holding down little finger.]

Little Balloon

from *Ring A Ring O' Roses,* 9th ed., Flint Public Library

I had a little balloon	Make circle with hands
That I hugged tight to me.	Hug self tight.
There was a great big BANG!	Clap hands loudly.
No more balloon, you see.	

But if I had this many more,	Hold up five fingers.
I wouldn't hug them tight!	Shake head 'no'
I'd just hold onto the strings	Grasp strings
And fly up like a kite.	Raise both arms high.

My Balloon

Let's take a balloon and fill it with air
Hands cupped in front of mouth; blow, extend hands outward, enlarging circle.
Until it gets nice and round.
If we keep blowing and never stop
Blow some more.
Our balloon will surely POP!
Clap hands.

My Hands

My hands upon my head I place,
On my shoulders, on my face;
On my hips I place them, so.
now I raise them up so high,
Make my fingers fairly fly.
Now I clap them, one, two, three,
Then I fold them silently.

My Horse

My little horse doesn't eat hay.	(Hold hands out, palms up, shake head)
My little horse doesn't neigh.	(Shake head and neigh)
But my little horse just loves to play.	(Touch chest and nod)
And we rock and rock and rock all day!	(Rock back and forth)

Oh Me, Oh My

Traditional (Pantomime each article of clothing. Also, pause before the article of clothing and the second time you say the animal to give the children a chance to fill in the blanks.)

Oh me, oh my, what'll I do?	(shrug shoulders)
I can't find a kangaroo to tie my shoe.	(shake head sadly)
But I know quite well and so do you,	(point to self, then point to the children and nod)
I don't need a kangaroo to tie my shoe.	(point to self and shake head)

Oh me, oh my, what'll I do?
I can't find a fox to put on my socks.
But I know quite well and so do you,
I don't need a fox to put on my socks.

Oh me, oh my, what'll I do?
I can't find a kitten to put on my mitten.
But I know quite well and so do you,
I don't need a kitten to put on my mitten.

Oh me, oh my, what'll I do?
I can't find a goat to put on my coat.
But I know quite well and so do you,
I don't need a goat to put on my coat.

Oh me, oh my, what'll I do?
I can't find a cat to put on my hat.
But I know quite well and so do you,
I don't need a cat to put on my hat.

Oh me, oh my, what'll I do?
I can't find a bear to put on my hair.
But I know quite well and so do you,
I don't need a bear to put on my hair.

Oh me, oh my, what'll I do?
I can't find a crocodile to put on my smile.
But I know quite well and so do you,
I don't need a crocodile to put on my smile.
Because I've got YOU! (point to everyone in the audience)

Sleepy Fingers

My fingers are so sleepy It's time they went to bed.	Hold hand palm up, fingers loosely bent.
So first you, baby finger Tuck in your little head. Ring man, now it's your turn, And then come, tall man great; Now pointer finger, hurry Because it's getting late. Let's see if all are snuggled, No, here's one more to come, So come, lie close, little brother, Make room for Master Thumb	Put each finger down as indicated.

Summer

Variation: Have eleven solo voices, one for each line, with ALL saying the last statement.

Children are standing	In the summer
Run in place	I'm a runner.
Leap in place	I'm a leaper.
Jump in place	I'm a jumper.
Kick foot	I'm a player.
Sit down slightly	I'm a rider.
	I'm an always-stay-outsider!

Jump up and slap thighs with hands	I'm a romper
Tap, tap ground	I'm a camper..
Throw ball	I'm a pitcher
Catch ball	I'm a catcher
Swim	I'm a swimmer.
Dive with arms	I'm a diver.
Jump into position with arms	In the summer
and legs stretched out	I'm alive!

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Swimming

Mommy likes to water ski,	Arms forward, fists clenched
Daddy likes to swim;	Swim in place with arms
Tracy likes to snorkel,	Hold nose, turn head
Watch her kick her fins!	Kick one leg back
Uncle has a surf board,	Legs flexed, arms out, rock
Auntie a ski jet,	Squat, arms forward, fists
Grandpa likes to parasail,	Arms overhead, fists clenched
Me? I won't get wet!	Hug self and shake

Ten Fingers

I have ten little fingers
And they all belong to me.
I can make them do things.
Would you like to see?
I can shut them up tight
Or open them wide.
I can put them together
Or make them all hide.
I can make them jump high,
I can make them jump low,
I can fold them quietly
And hold them just so.

Ten Little Ponies

Ten little ponies in a meadow green.	(Hold up ten fingers)
Ten little ponies, friskiest ever seen.	
They go for a gallop.	(Make rapid running motions with fingers)
They go for a trot.	(Make slower running motions with fingers)
They come to a halt in the big feed lot.	(Hold hands still)
Ten little ponies fat and well fed,	(Hold up ten fingers)
Cut up together in a soft, straw bed.	(Slowly bend fingers into palms)

Three Balls

from *Ring A Ring O' Roses*, 9th ed., Flint Public Library

Here is a big, round, bouncy ball.	[Form circle with arms.]
I bounce it, 1, 2, 3.	[Bouncing motion.]
Here is a ball for throwing.	[Form circle with thumbs and index fingers.]
I catch it,	
Watch and see.	[Catching motion.]
Here is a ball for rolling,	[Cup hands.]
Please roll it back to me.	[Rolling motion.]
Bouncing, throwing, rolling balls;	[Repeat actions.]
Let's count them, 1, 2, 3.	

What Color Are You Wearing?

from *Ring A Ring O' Roses*, 9th ed., Flint Public Library

Leader:	Red, red, red, red,	[Suit actions to words.]
	Who is wearing red today?	
	Red, red, red, red,	
	Who is wearing red?	

All children with red showing:		[This is repeated until most of the common colors are used.]
	I am wearing red today.	
	Look at me and you will say,	
	"Red, red, red, red,	
	I am wearing red."	

Flannelboards

A-Hunting We Will Go

Adapt this song to use with basic animal patterns for a flannelboard.

A-hunting we will go,
A-hunting we will go,
We'll catch a pink pig,
And she'll dance a jug,
And then we'll let her go.

. . . We'll catch a brown bear,
and sit her in a chair, . . .

. . . We'll catch a gray whale,
And pet her big tail, . . .

. . . We'll catch an orange cat,
And feed her till she's fat, . . .

. . . We'll catch a green snake,
And keep her wide awake, . . .

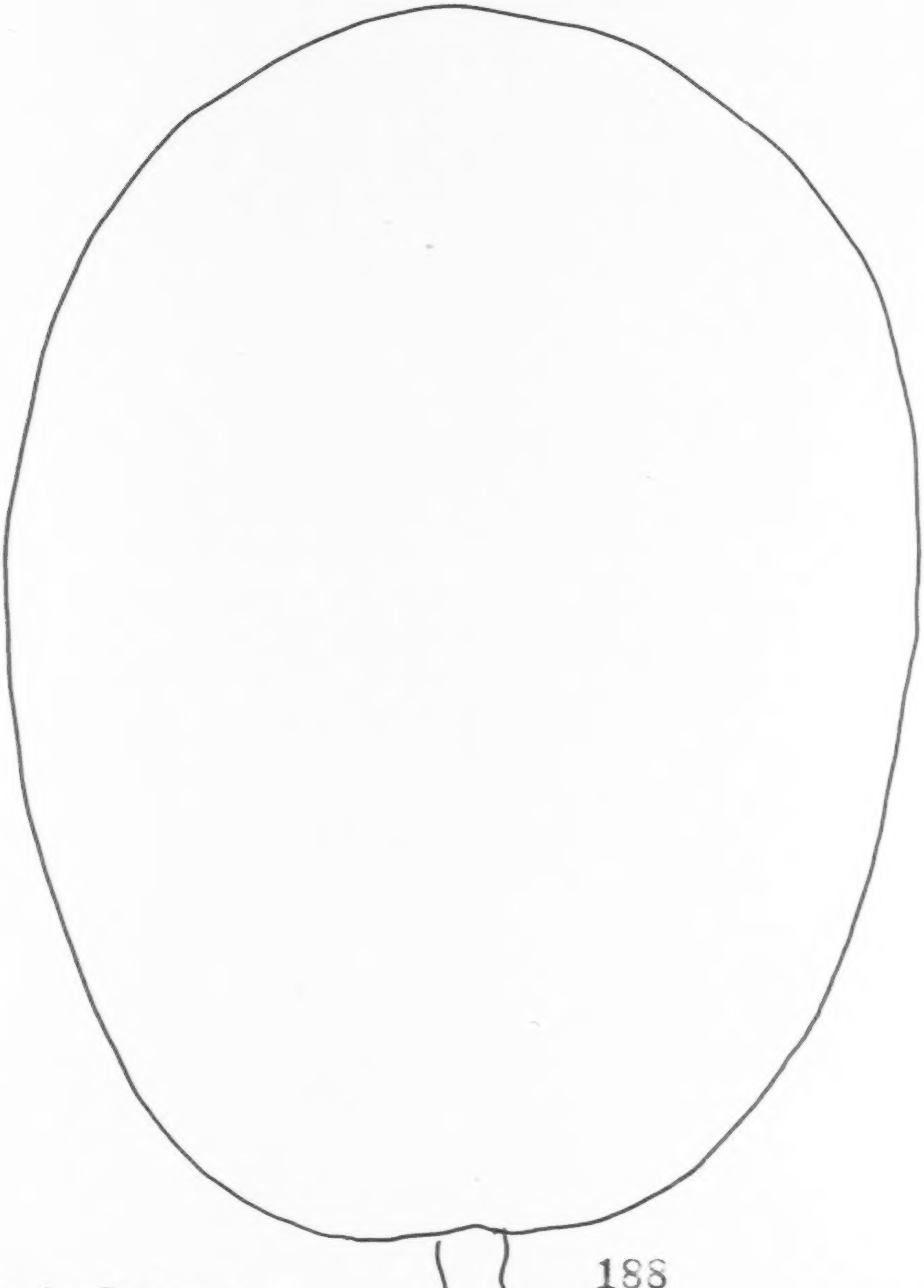
. . . We'll catch a blue bird,
And she'll sing not a word, . . .

A-hunting we will go,
A-hunting we will go,
We'll catch lots of things,
With paws, claws and wings,
And then we'll let them go.

Words from *Literate Beginnings* by Debby Jeffery, ALA, 1995.

Eight Balloons

Use with the poem "Eight Balloons" from *A Light in the Attic* by Shel Silverstein. Make eight balloons in different colors. Place all eight on a flannelboard. As you say "POP!", take a balloon off the flannelboard.



Four Little Ponies

(Place three brown ponies and one spotted pony close together. After each verse pause to let children tell which pony is different and why)
Four little ponies were playing a game,
And three of those ponies were the very same.
But one little pony was different you see.
Do you know which little pony that could be?

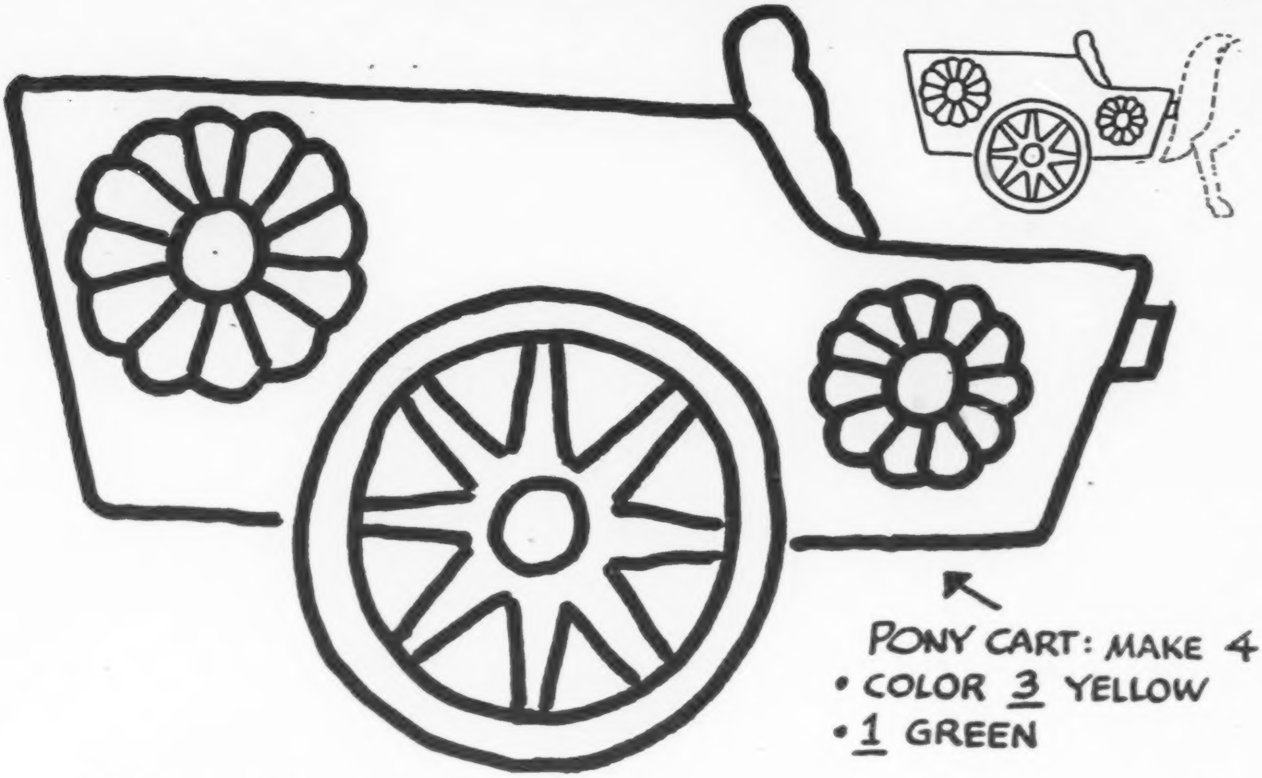
(Remove spotted pony. Add another brown pony. Place carrot in front of one pony, place apples for rest of ponies.)
Four little ponies had a bite to eat.
See them munching away on their lunchtime treat.
But one of these ponies is different, you see.
Do you know which little pony that could be?

(Remove apples and carrot. Place saddles on ponies.)
Four little ponies were going to the fair,
To see all the pretty sights that were there.
One little pony is different, you see.
Do you know which little pony that could be?

(Remove saddles. Place carts behind ponies.)
Four little ponies are pulling pony carts,
Beautifully decorated with flowers and hearts.
One little pony is different, you see.
Do you know which little pony that could be?

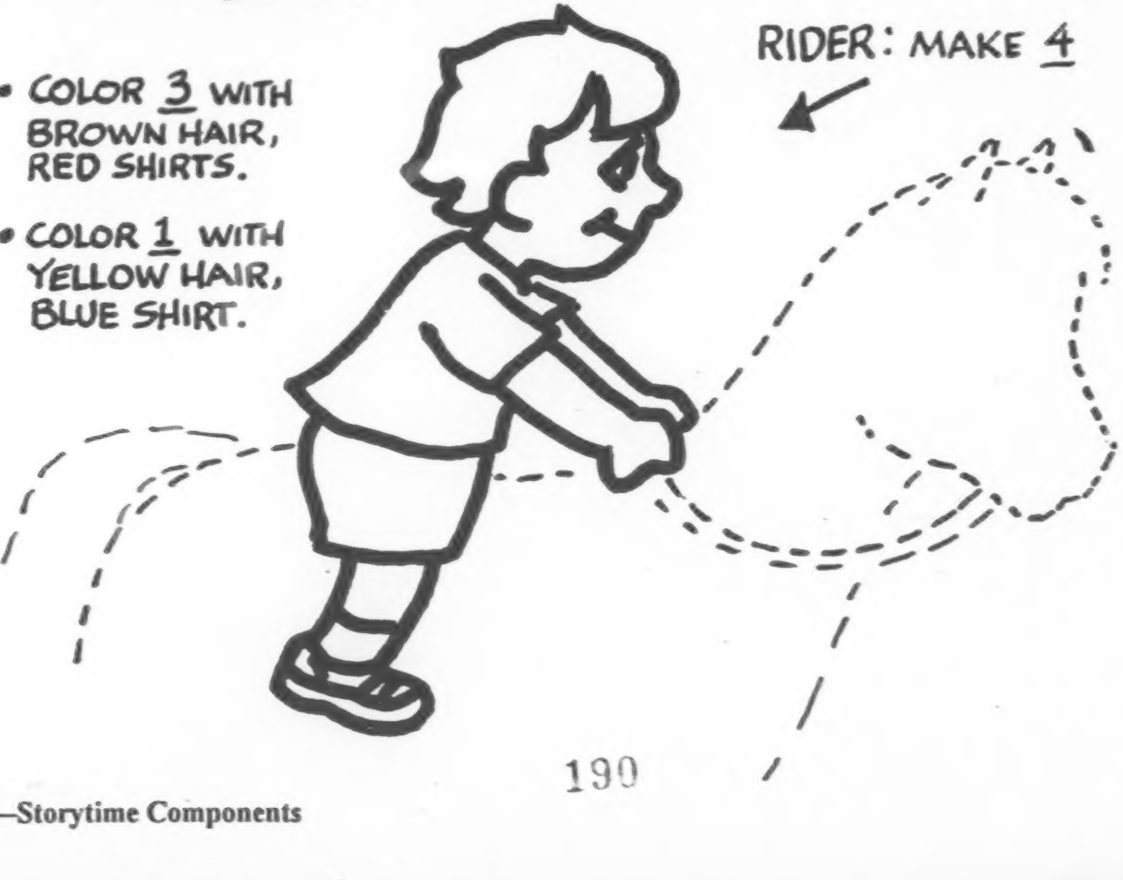
(Remove carts. Place riders.)
Four little ponies trotting in a pack,
With four little children riding bareback.
One little pony is different, you see.
do you know which little pony that could be?

From *Kidstuff,* Vol. 6, no. 4. Guidelines Press.



PONY CART: MAKE 4
- COLOR 3 YELLOW
- 1 GREEN

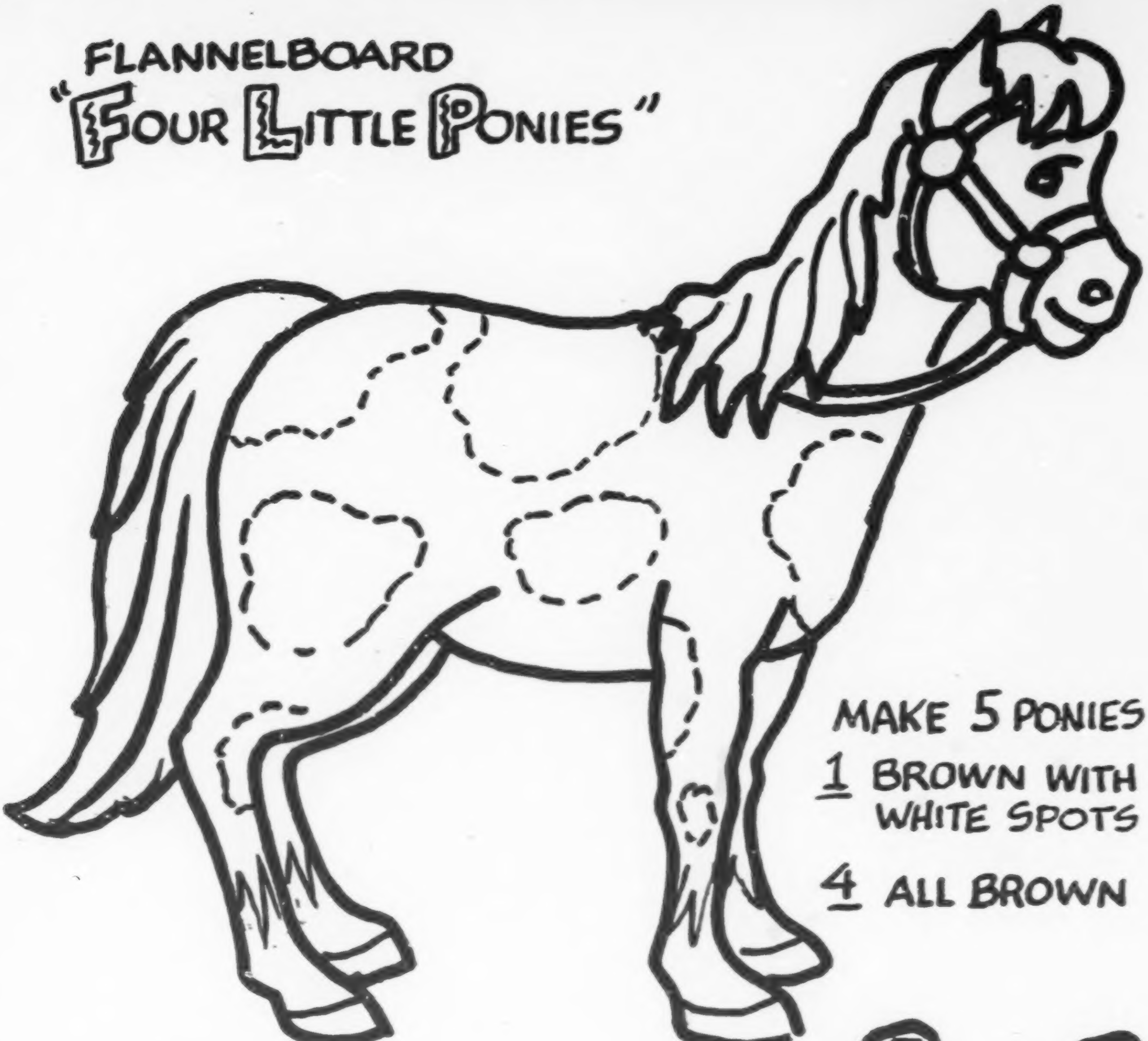
FLANNELBOARD
"FOUR LITTLE PONIES"



RIDER: MAKE 4

- COLOR 3 WITH BROWN HAIR, RED SHIRTS.
- COLOR 1 WITH YELLOW HAIR, BLUE SHIRT.

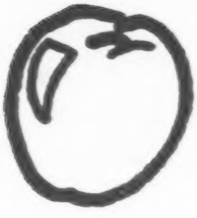
FLANNELBOARD
"FOUR LITTLE PONIES"



MAKE 5 PONIES

1 BROWN WITH WHITE SPOTS

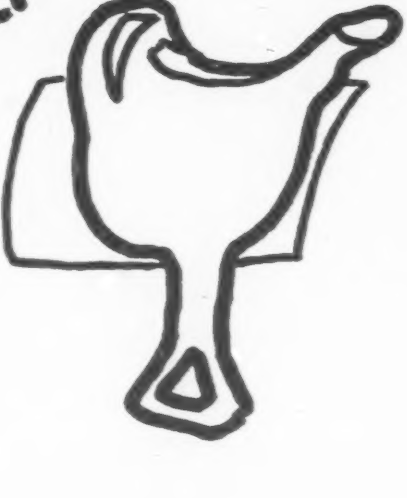
4 ALL BROWN



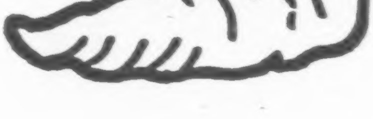
APPLE
MAKE 3

SADDLE
MAKE 4

COLOR 3 BLACK
1 RED



CARROT
MAKE 1



Games, Riddles & Puzzles

Baseball Riddles

by Joseph Rosenbloom

What animals do you find at every baseball game? *Bats*

What insect is found on the grass in ball parks? *A ground fly*

Why was the baseball player arrested? *He stole bases*

Why was the baseball player taken along on the camping trip? *They needed someone to pitch the tent*

Where do catchers eat their meals? *On home plates*

Why is the ball park the coolest place in warm weather? *There are fans in the stands*

This material from *Celebrations,* Copyright © 1985 by Caroline Feller Bauer is included in the Summer Reading Program Manual by special arrangement with The H.W. Wilson Company.

Color Game

Have tag board in the following colors: red, yellow, green, blue, orange, brown and purple. Give each child a piece. The children hold up the cards in the appropriate places.

We can play a color game.
Here's the colors we can name.
Red, yellow, green, and blue.
There's orange and brown,
And purple, too.
Hold up the red card,
Raise it high.
Now hold up yellow
To the sky.
Then hold up the card that's blue,
Now orange, then brown,
And purple, too.
Now put down the card that's blue.
Then yellow, red and purple, too.
Now the colors green, orange and brown.
Now all the colors should be down.

HIDDEN WORDS

k	o	o	b	p	c	g	o	l	d
f	u	n	n	y	u	q	m	n	t
x	r	e	k	i	b	n	c	q	a
k	e	e	s	o	r	o	l	l	e
l	a	w	t	m	y	w	e	l	q
t	d	h	I	a	c	r	u	n	b
r	o	t	l	c	k	h	o	m	p
o	g	p	y	n	e	s	p	c	m
p	s	I	k	b	a	l	l	I	u
s	r	l	e	n	c	a	a	m	j

Circle the hidden words. Careful, this one is tricky!

roll
play
run
funny
jump
gold
ball
skate
sport
read
bike
book

Jokes

What bug is the best baseball player?
The spider. It's good at catching flies.

Tie him up and he runs, but untie him and he stands still. What is it?
A shoe.

Why did the chicken cross the road only halfway?
Because she wanted to lay it on the line.

Why did they throw Cinderella off the baseball team?
She kept running away from the ball.

Why did Cinderella's team lose the volleyball game?
Their coach was a pumpkin.

Why did the skeleton go to the library?
To flesh out his knowledge and bone up on things.

What is the tallest building in the world?
The library, because it has the most stories.

Library Scavenger Hunt

Fill in the blanks on the list with items from your library. Put the following directions at the top of the list: "You have 45 minutes to locate all the things on this list. Some are in the card (or computer) catalog. Some can be found on the shelves or the paperback racks. Have fun!"

1. Find a book by ____________________.
2. Find a book about a bird.
3. Find a copy of ____________________ magazine.
4. Find a book about Louisiana.
5. Find a biography of a famous woman.
6. Find an easy picture book that has a cow in it.
7. Find a videotape about ____________________.
8. Find the book *Superfudge*.
9. Find a book about someone from another country.
10. Find a book that won the Newberry Award.
11. Find a dictionary.
12. Find a cassette that teaches a foreign language.
13. Find a joke book.
14. Find a book of cartoons.
15. Find a book about baseball (football, soccer, etc.).
16. Find a book about cars.

Quiz Questions

Use these questions on sports cards to hand out or in a Quiz Bowl as suggested in "The Olympics" storyplanner on p. 56.

Q. Which one of the following sports requires the strongest shoulder muscles?

1. Ice hockey
2. Soccer
3. Karate
4. Gymnastics
5. Basketball

A. Your shoulders must be very well developed to do all the difficult acrobatic movements in gymnastics.

Q. Which of the following events requires the most work from your heart and lungs?

1. Judo
2. Weightlifting
3. American football
4. Cycling

A. Cycling demands the most of your heart and lungs; then football, judo, and weightlifting.

Q. There are a variety of racquet sports—which means that racquets come in a variety of sizes. Rearrange the racquets below, from smallest to largest.

1. Badminton
2. Table tennis (ping pong)
3. Racquetball
4. Tennis

A. Table tennis, racquetball, badminton, and tennis.

Q. Playing fields can vary in size greatly. Of the sports listed below, which one is played on the largest field? The smallest?

1. Volleyball
2. American football
3. Softball
4. Soccer
5. Baseball

A. Soccer requires the largest playing field, then, American football; baseball; softball; and volleyball.

Q. Sometimes the same word can mean very different things, depending on what sport is being played. What are the two meanings of the word "strike" and in which sports?

A. In baseball, a "strike" occurs when a batter has swung and missed or didn't swing at all at a good ball. But in bowling, a "strike" is the best thing that can happen—knocking down all ten pins in a single roll.

Q. What is the best game to play if you don't like rules?

A. Holani, a type of hockey played in Turkey, can be played on any size playing field, there are no time limits, and each team can have as many members as it wants.

Scramblers

Scramble the letters of sports for the children to solve. Use these on cards that you hand out with the scrambler on one side and the answer on the other. For example:

Here's a scramble with letters to sort. The right answer is a type of sport.

inbkig

Answer: biking

Sport-O-Rama Crossbird Puzzle Answer

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■	1 S	2 T	3 O	4 P	5 W	6 A	7 T	8 C	H	■
9 Y	■	10 A	C	R	O	B	A	T	■	11 B
12 A	13 A	■	14 H	E	R	O	N	■	15 C	A
16 R	U	17 T	■	18 F	L	Y	■	19 M	A	C
20 D	R	I	21 P	■	D	■	22 R	I	N	K
23 S	O	M	E	R	S	A	U	L	T	S
24 T	R	E	E	■	E	■	25 B	E	E	T
26 O	A	R	■	27 A	R	28 K	■	29 S	R	O
30 G	S	■	31 F	L	I	N	32 G	■	33 S	P
O	■	34 T	I	M	E	O	U	35 T	■	S
■	36 F	R	E	E	S	T	Y	L	E	■

Ugly Bird's SPORT·O·RAMA Crossbird

Across

1. Device used to time races
10. Gymnastic performer
12. Associate of Arts (abbreviation)
14. Water bird with long legs, neck, and bill
15. California (abbreviation)
16. Groove in snow left by a skier
18. Fishhook resembling an insect
19. Common prefix on Irish and Scottish surnames
20. Fall in drops
22. Skating arena
23. Rolls end over end, like a diver
24. Corner an animal while hunting
25. Deep red root vegetable
26. Rowing device
27. Noah's boat
29. Standing room only (abbreviation)
30. General secretary (abbreviation)
31. Throw forcefully, as a discus
33. Shore Patrol (abbreviation)
34. Short break during a game
36. Swimming race in which any stroke may be used

Down

2. Teaching assistant (abbreviation)
3. Expression of surprise or regret (Scottish and Irish)
4. Preface (abbreviation)
5. American baseball tournament
6. Young male (two words)
7. Yellowish brown
8. Connecticut (abbreviation)
9. Football statistic (three words)
11. Tall fences behind home plate
13. Atmospheric radiation; northern and southern lights
15. Gallops leisurely on horseback
17. Clock watcher at a sporting event
19. A marathon covers twenty-six ______
21. Athletic league's lowest rank: ______wee
22. Move back and forth against
27. Professional Egyptian dancer
28. Nautical unit of speed
31. Expression of mild disgust or frustration
32. Fellow
34. Trace (abbreviation)
35. Trade list (abbreviation)

Solution on page 63

GRAAWWK! ≷PANT-PANT≷ UGGY SLURPY YUMMY WORMSIE JUST AHEAD ≷PUFF≷ (WHOOO!) ALMOST THERE! GGRAWK! MUST CATCH UP (GASP)!!
WWHHHEEEEEEEEee...
N'YAH! N'YAH!
(TEE) THE LOONINESS OF THE LONG-FISTANCE RUNNER!

■	1	2	3	4	5	6	7	8		■
9	■	10							■	11
12	13	■	14					■	15	
16		17	■	18			■	19		
20			21	■		■	22			
23										
24				■		■	25			
26			■	27		28	■	29		
30		■	31				32	■	33	
	■	34						35	■	
■	36									■

AAAIEEEEEE!!

By Christine Vaultski & Jean Goalie

SPORTS MATCH

Here is a challenge for you. Match the sport in column one with the object that goes with it in column two.

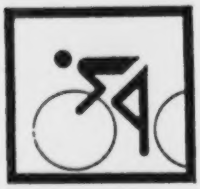
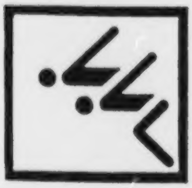
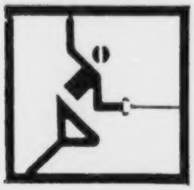
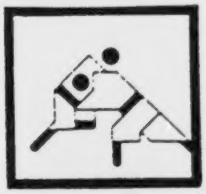
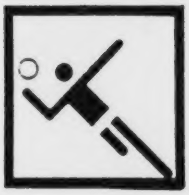
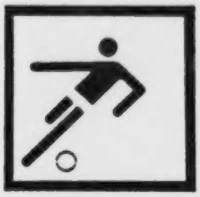
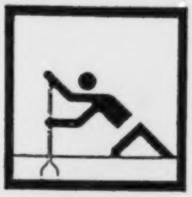
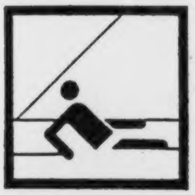
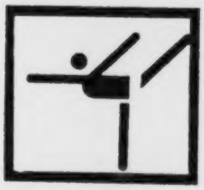
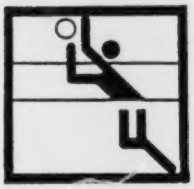
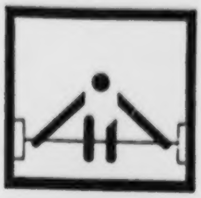
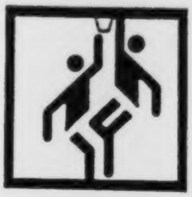
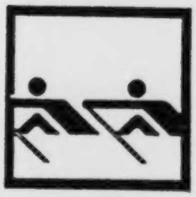
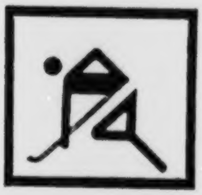
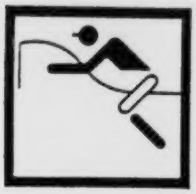
1. boxing
2. soccer
3. table tennis
4. badminton
5. baseball
6. bowling
7. skiing
8. golf
9. fishing
10. hunting
11. basketball
12. fencing
13. billiards
14. croquet
15. tennis

A. skis
B. club
C. rod
D. mallet
E. foil
F. basket
G. cue stick
H. gun
I. pins
J. shuttlecock
K. paddle
L. goal
M. racquet
N. ring
O. diamond

Answers: 1. N., 2. L., 3. K., 4. J., 5. O., 6. I., 7. A., 8. B., 9. C., 10. H., 11. F., 12. E., 13. G., 14. D., 15. M.

SPORTS SYMBOLS

These symbols are used to identify sports during competitions. Can you identify the sport?

Answers

1. cycling
2. swimming
3. fencing
4. judo
5. handball
6. soccer
7. canoeing
8. yachting
9. gymnastics
10. volleyball
11. weightlifting
12. basketball
13. rowing
14. field hockey
15. equestrian sports

SWIMMING WORD SEARCH

All of the words below have something to do with swimming. Look for the words forward and backward, up and down, and diagonally.

B	E	M	A	S	K	T	N	I	R	P	S
A	L	T	B	Y	R	S	K	Y	V	N	O
C	Y	V	U	P	A	I	R	F	I	L	P
K	T	L	T	R	M	D	E	F	A	W	E
S	S	E	T	O	N	E	T	E	B	A	X
T	E	K	E	P	E	S	A	K	U	R	J
R	E	R	R	E	D	T	W	O	C	C	R
O	R	O	F	L	I	R	D	R	S	I	O
K	F	N	L	F	L	O	A	T	I	N	K
E	K	S	Y	C	G	K	E	S	F	B	E
Y	R	E	V	O	C	E	R	T	T	Y	R
B	R	E	A	S	T	S	T	R	O	K	E

BACKSTROKE
BREAST STROKE
BUTTERFLY
CRAWL
FINS
FLOAT
MASK
GLIDE
KICK
FREESTYLE

TREAD WATER
RECOVERY
SCUBA
SIDESTROKE
SNORKEL
SPRINT
STROKE
PROPEL
TURNS

Poems

Aerobics
by Richard Edwards

Bend and stretch,
Stretch and bend,
Bend and stretch all day;
Squat down small,
Jump up tall,
What a game to play!
Though I'm young and beautiful,
I feel old and grey,
I'm sure it isn't natural
To exercise this way.

One and two,
Two and one,
One and two and three;
Up and down
Like a clown,
Oh, my aching knee!
If you want an easy life,
Take a tip from me:
A princess in a pop-up book
Is not the thing to be.

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Analysis of Baseball
by May Swenson

It's about
the ball,
the bat,
and the mitt.
Ball hits
bat, or it
hits mitt.
Bat doesn't
hit ball, bat
meets it.
Ball bounces

off bat, flies
air, or thuds
ground (dud)
or it
fits mitt.

Bat waits
for ball
to mate.
Ball hates
to take bat's
bait. Ball
flirts, bat's
late, don't
keep the date.
Ball goes in
(thwack) to mitt,
and goes out
(thwack) back
to mitt.

Ball fits
mitt, but
not all
the time.
Sometimes
ball gets hit
(pow) when bat
meets it,
and sails
to a place
where mitt
has to quit
in disgrace.
That's about
the bases
loaded,
about 40,000
fans exploded.

It's about
the ball,
the bat,
the mitt,
the bases
and the fans.

It's done
on a diamond,
and for fun.
It's about
home, and it's
about run.

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Balloons for a Party

(As each balloon is mentioned, hand a balloon of that color to a child in the circle.)

Here are balloons for a party,
For it is my birthday today.
I have balloons for all my friends
Who are coming over to play.

Here is a pretty, round, blue balloon,
Blue as my kitten's eyes.

Here is a flaming, round, red balloon,
Just about your size.

Here is a happy, round, yellow balloon,
Yellow as bright sunshine.

Here is a lovely, round, purple balloon
Like purple grapes on a vine.

Here is a little, round, orange balloon
Like oranges from a store.

And now there is no more.

Reprinted with permission from Mitt Magic, by Lynda Roberts; (c) 1985; Gryphon House, Inc., Box 207, Beltsville MD, 20704-0207; p. 51

The Base Stealer

by Robert Francis

Poised between going on and back, pulled
Both ways taut like a tightrope-walker,
Fingertips pointing the opposites,
Now bouncing tiptoe like a dropped ball

Or a kid skipping rope, come on, come on,
Running a scattering of steps sidewise,
How he teeters, skitters, tingles, teases,
Taunts them, hovers like an ecstatic bird,
He's only flirting, crowd him, crowd him,
Delicate, delicate, delicate, delicate — now!

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Casey at the Bat

by Ernest Lawrence Thayer

The outlook wasn't brilliant for the Mudville nine that day;
The score stood four to two with but one inning more to play.
So when Cooney died at second, and Burrows did the same,
A pallor wreathed the features of the patrons of the game.
A straggling few got up to go in deep despair. The rest
Clung to the hope which springs eternal in the human breast;
They thought, "If only Casey could but get a whack at that —
We'd put up even money now with Casey at the bat."
But Flynn preceded Casey, as did also Jimmy Blake,
And the former was a lulu and the latter was a fake;
So upon that stricken multitude a deathlike silence sat,
For there seemed but little chance of Casey's getting to the bat.
But Flynn let drive a single, to the wonderment of all,
And Blake, the much despised, tore the cover off the ball;
And when the dust had lifted, and the men saw what had occurred,
Then from five thousand throats and more there rose a lusty yell;
It rumbled in the mountaintops, it rattled in the dell;
It knocked upon the hillside and recoiled upon the flat,
For Casey, mighty Casey, was advancing to the bat.
There was ease in Casey's manner as he stepped into his place;
There was pride in Casey's bearing and a smile on Casey's face.
And when, responding to the cheers, he lightly doffed his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.
Ten thousand eyes were on him as he rubbed his hands with dirt;
Five thousand tongues applauded when he wiped them on his shirt.
Then while the writhing pitcher ground the ball into this hip,
Defiance gleamed in Casey's eye, a sneer curled Casey's lip.
And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.
Close by the sturdy batsman the ball unheeded sped —
"That ain't my style," said Casey — "Strike one," the Umpire said.
From the benches black with people, there went up a muffled roar,

Like the beating of the storm-waves on a stern and distant shore.
"Kill him! Kill the umpire!" shouted someone on the stand;
And it's likely they'd have killed him had not Casey raised his hand.
With a smile of Christian charity great Casey's visage shone;
He stilled the rising tumult; he bade the game go on;
He signaled to the pitcher, and once more the spheroid flew;
But Casey still ignored it, and the Umpire said, "Strike two."
"Fraud!" cried the maddened thousands, and the echo answered, "Fraud!"
But one scornful look from Casey and the multitude was awed.
They saw his face grow stern and cold, they saw his muscles strain,
And they knew that Casey wouldn't let that ball go by again.
The sneer is gone from Casey's lip, his teeth are clenched in hate;
He pounds with cruel violence his bat upon the plate.
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey's blow.
Oh, somewhere in this favored land the sun is shining bright;
The band is playing somewhere, and somewhere hearts are light,
And somewhere men are laughing, and somewhere children shout;
But there is no joy in Mudville — mighty Casey has struck out.

The Dream Keeper
by Langston Hughes

Bring me all of your dreams,
You dreamers,
Bring me all of your
Heart melodies
That I may wrap them
In a blue cloud-cloth
Away from the too-rough fingers
Of the world.

Great Pitches
by J. Patrick Lewis

The fastball
  that you hope to poke
  is smoke

The curveball
  that you thought was there
  is air

The knuckler
  wobbling up to you
  can dipsy-do

The sinker
    comes as some surprise
    it dies

The let-up pitch
    who can resist?
    you missed

The spitball
    that by law's forbidden
    (is hidden)

Six pitchers—or just one—can mime the action while this poem is recited. You may have to do a bit of research on these pitches if you are not familiar with the terms.

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Jenny the Juvenile Juggler

by Dennis Lee

Jenny had hoops she could sling in the air
And she brought them along to the Summerhill Fair.
And a man from a carnival sideshow was there,
Who declared that he needed a juggler.

And it's
    Oops! Jenny, whoops! Jenny,
    Swing along your hoops, Jenny,
    Spin a little pattern as you to;
Because it's
    Oops! Jenny's hoops! Jenny
    Sling a loop-the-loop, Jenny
    Whoops! Jenny, oops! Jenny, O!

Well, the man was astonished at how the hoops flew,
And he said, "It's amazing what some kids can do!"
And now at the carnival, Act Number Two
Is Jenny the Juvenile Juggler.

And it's
    Oops! Jenny, whoops! Jenny,
    Swing along your hoops, Jenny,
    Spin a little pattern as you to;

Because it's
    Oops! Jenny's hoops! Jenny
    Sling a loop-the-loop, Jenny
    Whoops! Jenny, oops! Jenny, O!

This works well with a narrator and a chorus for the "Oops! Jenny, whoops! Jenny."

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Just As You Are

Promise me something.
Promise me
that you will always
remember one thing . . .

You are loved
and always will be,
not because you've done something special
    (although it's nice when you do),
and not because you haven't done anything wrong
    (although it's swell when you don't).

You are loved
because you are you,
and that can never change
and that *will* never change.

You are loved
just as you are
right this very moment. ♥

From: Boone, Debby. *Bedtime Hugs for Little Ones.* Harvest House Publishers. Used with permission.

The Library Cheer
by Garrison Keillor

Where do you go for the poetry?
L-I-B-R-A-R-Y
Where do you go for the history?
L-I-B-R-A-R-Y
Where do you go if you're old and shy?
Where do you go to learn how to fly?

L-I-B-R-A-R-Y
    That's how you spell it,
    Whatcha gonna tell it?
It's been in your town for a hundred years.
Let's give the library three big cheers:
    Hip-hip-hooray!
    Hip-hip-hooray!
    Hip-hip-hooray!
F-R-I-E-N-D-S
Are we gonna be one?
Yes yes yes.
F-R-I-E-N-D-S
Are we gonna be one?
Yes yes yes.
F-R-I-E-N-D-S (of the)
P-U-B-(huh!) L-I-C
L-I-B-R-A-R-Y

L-I-B-R-A-R-Y
L-I-B-R-A-R-Y
L-I-B-R-A-R-Y
    That's how you spell it,
    Now what you gonna tell it?
It's been in your town for a hundred years.
So let's give the library three big cheers:
    Hip-hip-hooray!
    Hip-hip-hooray!
    Hip-hip-hooray!
When I say Library you say Card,
    Library (Card)
    Library (Card)
I got one today and it wasn't too hard.
    Library (Card)
    Library (Card)
Big brick building how sweet it looks,
Takes me on into the land of books.
P-U-B-(huh!) L-I-C L-I-B-R-A-R-Y
P-U-B-(huh!) L-I-C L-I-B-R-A-R-Y
P-U-B-(huh!) L-I-C L-I-B-R-A-R-Y

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The Little Turtle
by Vachel Lindsey

There was a little turtle.
He lived in a box.
He swam in a puddle.
He climbed on the rocks.

He snapped at a mosquito,
He snapped at a flea,
He snapped at a minnow.
And he snapped at me.

He caught the mosquito,
He caught the flea,
He caught the minnow.
But he didn't catch me.

Mother Goose Rhyme

Red stockings, blue stockings,
Shoes tied up with silver;
A red rosette upon my breast
And a gold ring on my finger.

New Kid
by Mike Makley

Our baseball team never did very much,
we had me and PeeWee and Earl and Dutch.
And the Oak Street Tigers always got beat
Until the new kid moved in on our street.

The kid moved in with a mitt and a bat
and an official New York Yankee hat.
the new kid plays shortstop on second base
and can outrun us all in any place.

The kid never muffs a grounder or fly
no matter now hard it's hit or how high.
And the new kid always acts quite polite,
never yelling or spitting or starting a fight.

We were playing the league champs just last week;
they were trying to break our winning streak.
In the last inning the score was one–one,
when the new kid swung and hit a home run.

A few of the kids and their parents say
they don't believe that the new kid should play.
But she's good as me, Dutch, PeeWee, or Earl,
so we don't care that the new kid's a girl.

At the end of the poem, a girl dressed in a baseball outfit can stroll across the room with a ball and glove.

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Outside

by Arnold Adoff

i am standing at home plate watching that fast ball
leave the pitcher
s
hand

and travel in a straight
line into the catcher
s
mitt

while the umpire
yells
strike three

out

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Somersaults and Headstands
by Kathleen Fraser

What are you doing?
I'm turning a somersault.
How do you do it?
I put my head on the grass
and roll over like a snail.
Could you turn a wintersault?
No, because my head would get cold in the snow.

Now what are you doing?
A headstand.
Is it like a somersault?
Well, sort of, but you stop
in the middle.
How do you keep from falling?
I pretend everyone else
is walking upside down.

This works best as a two-person recitation with one voice the questioner, the other the acrobat.

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Additional Poems

Knudson, R. R. and May Swenson. *American Sports Poems.*
A collection of poems on sports, ranging from solo running, hunting, and fighting, to football and baseball, from the spectator's point of view.

Random House Book of Poetry for Children. Selected and introduced by Jack Prelutsky.
Includes the poem "The Ants at the Olympics" by Richard Digance (p. 177).

Silverstein, Shel. *A Light in the Attic.*
Includes several sports or achievement related poems, including "Come Skating" (p. 71) and "Play Ball" (p. 131).

Silverstein, Shel. *Where the Sidewalk Ends.*

Puppets & Puppet Plays

The Story of Possum

adapted from the bedtime story by Henry Buchwald

Cast:
POSSUM, *first a caterpillar, then a butterfly*
WISE OLD OWL
NARRATOR
Sets:
Meadow
Woodland lake
Props:
Cocoon

ACT I

Happy, introductory music is played for several seconds, and then turned down.

NARRATOR: Hello. Welcome to our puppet show. *The Story of Possum* is adapted from the family bedtime story by Henry Buchwald. Every time Possum says, "Oh, come now, Mr. Owl," we invite you to join him in saying, "I'll never be a butterfly." You may get used to saying this, but be prepared for a surprise at the end. *(The music is turned up briefly, and then off. Curtain opens on the meadow.* POSSUM *wriggles back and forth along the stage, eating and looking about.)* Once upon a time, there was a young caterpillar with the unusual name of Possum. He had an unusual friend, too—an owl.

One day, Possum was wriggling through the grass, which was as tall as great trees to him. He was working very hard to find tender leaves to eat, so that he would grow and become longer and fatter. His friend Wise Old Owl saw him, and he swooped down from the sky to join him. (OWL *swoops onto stage from above, then lands near* POSSUM.)

OWL: Good morning, Possum!

POSSUM: Good morning, Mr. Owl. How are you today?

OWL: Fine, thank you. I see that you are becoming long and fat. Soon you will be very tired. You will spin yourself a house, called a cocoon, and you will have a long, long sleep. When you wake up, you will no longer be a caterpillar, but a beautiful butterfly.

POSSUM: Oh, come now, Mr. Owl. I'll never be a butterfly. I have been a caterpillar all my life, and all my friends are caterpillars, too! (POSSUM *and* OWL *move about on stage for a few seconds, each looking for food.*)

NARRATOR: For days and days, Possum ate and ate. Owl greeted him less cheerily, because whenever he told Possum about spinning his cocoon and taking a long sleep and changing into a butterfly, Possum would just smile and answer—(*As* POSSUM *speaks the following lines,* OWL *covers his eyes and shakes his head in exasperation.*)

POSSUM: Oh, come now, Mr. Owl. I'll never be a butterfly. I have been a caterpillar all my life, and all my friends are caterpillars, too! (OWL *hops angrily offstage. There is a short pause before* NARRATOR *speaks. During pause and narration,* POSSUM *pretends to be drawing a thread from the side of the stage. A corner of the cocoon* *appears and* POSSUM *keeps pretending to weave it and pull it. More and more of the cocoon appears on-stage, and* POSSUM *disappears into it, until only his head sticks out.*)

NARRATOR (*Very slowly*): One day, Possum felt very fat and very tired. He wanted to take a long nap and didn't wish to be disturbed, so he spun a house with himself inside. Just as he sealed the last crack in his house, he heard the familiar voice of his friend, the Owl. (OWL *flies on-stage and lands near the cocoon.*)

OWL: When you wake up, you will be a beautiful butterfly! (POSSUM *pulls his head into cocoon. During next part of narration,* OWL *leans this way and that, looking at cocoon. He taps it and puts his ear up to it.*)

NARRATOR: Possum slept and slept. Each morning, as he returned from a night of hunting, Owl. would look at Possum's cocoon to see if Possum was ready to come out.

One day, Owl saw the cocoon moving. (*During next part of narration, cocoon rocks a little, and* POSSUM *slowly emerges with his wings on.* OWL *jumps back, stares, and beats his wings in excitement.*) Suddenly a small opening appeared. The opening became larger and larger and slowly, very unsure of himself, there emerged a beautiful butterfly, with wings of many colors. The butterfly opened his eyes and saw the OWL.

POSSUM (*Sleepily*): Good morning, Owl. I must have slept and slept. (OWL *jumps up and down and flaps his wings.*)

OWL (*Triumphantly*): See, Possum, I told you so! I told you so! I told you that you would be very tired, spin a cocoon, sleep and sleep, and come out as a butterfly.

POSSUM (*Patiently*) Oh, come now, Mr. Owl. I'll never be a butterfly. I have been a caterpillar all my life, and all my friends are caterpillars, too! (*During the following narration,* POSSUM *jerkily tries to move along ground. He looks at his wings on either side, and then, slowly, and to his surprise, begins to fly.* OWL *hops to the center of the stage, and* POSSUM *flies back and forth above his head.*)

NARRATOR: But when Possum tried to crawl, he found that he was no longer able to move his body in great waves. Instead, he felt something strange on his sides—they were wings!—and instead of creeping on the tree branch, he found himself up in the air. He was flying!

Possum could not believe that he was really flying, could not believe that he was really a butterfly. All this time, Owl was jumping up and down, shouting:

OWL: You're flying! You're a butterfly! Possum, you're not a caterpillar any more!

POSSUM: Oh, come now, Mr. Owl. I'll never be a butterfly. I have been a caterpillar all my life, and all my friends are caterpillars, too.

OWL: Fly into the woods and look for the big lake, Possum. Look into the lake and you will see yourself! (POSSUM *flies offstage.* OWL *hops after him a few steps, then flies offstage. Curtain closes. Music plays for a few seconds, then is turned down during the beginning of the following narration.*)

ACT II

NARRATOR: Possum slowly and unsteadily flew toward the woods. By the time he reached the lake, he was no longer having any problem flying. Indeed, he was enjoying it. (*Curtain opens on woodland lake set. The music is turned off.* POSSUM *flies onto the stage. He hovers and looks around throughout the following scene.*)

When Possum flew over the clear and still water of the woodland lake, he saw himself reflected in the water. So, he thought, it's true. He was not a caterpillar any more, but a beautiful butterfly with wings shining in the sunlight!

Then Possum noticed that there were many other butterflies looking at their reflections in the lake. (OWL *may appear in a side window, or peek around the main stage from behind.*) And Possum cried out happily:

POSSUM: Now I *am* a butterfly—and all my friends are butterflies, too! (OWL *smiles, nods, waves to audience.* POSSUM *flies offstage, and* OWL *disappears from side window. The curtain closes. Happy music is heard.*)

ALL: The End!

Production Notes

PUPPETS

Possum is a sock puppet with a reinforced movable mouth, eyes, and antennae. You may decorate him with fabric pens, if you wish.

Possum's wings may be made by using wire, glue, and delicate, shimmery fabric in a pastel color. Form 24-19 gauge wire into the shape of a set of wings with a "spine" down the middle. Twine the wire ends securely, to hold the shape of the wings.

Double the fabric and hold it against the wire frame, leaving an extra quarter inch of material all around, then cut the fabric into the shape of the wings. (You will have cut two pieces of fabric.) Put glue all along the wire. Place one cut piece of cloth on top of the wire and press it into the glue. Hold the fabric in place for several minutes, until the glue dries. Turn the frame over and glue the second piece of material to the other side. The edges need not be joined, as long as the wire frame is hidden. Carefully bend the wings into shape.

Possum's wings will need to be attached very quickly. The puppeteer will make him disappear inside the cocoon, put the wings onto him, and lift him back into the cocoon so that he can emerge as a butterfly. Snaps or Velcro that blend in with the color of the wings' fabric may be used to attach the wings to the body. Sew two or three pieces of Velcro or snaps onto the back of Possum's body, and attach corresponding pieces of Velcro or snaps, spaced the same distance apart, to the bottom of the pair of wings, along the spine.

The owl puppet may have a cloth body and papier-mâché head with a beak, big eyes, and small pointed ears, or be made completely out of cloth. This puppet should be fairly short, neither towering over Possum the caterpillar nor getting in the way of Possum when he is a flying butterfly. To make the owl's body rounded, sew stuffing into the cloth of the body, or wrap fabric around the puppeteer's hand and arm before he puts on the puppet. (This latter method does, however, make it impossible to change puppeteers in the middle of the show. The puppeteer must also take care not to let the stuffing fall out during the performance.)

SETS

Meadow

This set can be painted with grass and various-sized flowers, all of which should be much taller than Possum.

Woodland lake

Paint a lake with several brightly colored butterflies hovering over it. The lake and the butterflies are by far the most important parts of the set, but you may add lily pads or rocks that rise out of the water. The lake may also have pebbles, grass, or flowers on its banks.

PROPS

Cocoon

A beautiful cocoon can be made of shimmery, lightweight white fabric attached to a frame of thick wire in the shape of a half-sphere—similar to an umbrella. To make the frame, cut four pieces of 18 gauge wire, each two feet long, and one piece four feet long. Bend the long piece into a full circle, twining the ends together to keep the shape. Now bend the four shorter pieces into semicircles. Wrap the ends of each semi-circle to the large circle, forming arched spokes. Connect the centers of the four arches with another piece of wire or strong tape.

Next, cut a piece of fabric larger than the frame. Put glue on the frame and press the cloth down on top of it. You may leave some fabric hanging down, or you may glue the extra fabric to the inside of the frame. A long heavy twist of wire or other material may serve as a handle for the cocoon.

Instead of wire, you may use a tall hat or similarly shaped object as a frame, or make one out of papier-mâché. Such a frame will be sturdier and easier to cover with fabric, and may even be painted; however, it will look heavier and less like a spun object, and won't have the light, shimmery effect of the wire cocoon.

NOTES ON PERFORMANCE

For *The Story of Possum*, the simplest possible stage—one without side windows—may be used. If you do have one or more side windows, there is a suggestion for their use at the end of the play. If not, Owl will simply peek around onto the main stage from offstage, or not appear at all at the end of the play.

While Possum is still a caterpillar, he should inch and wiggle across the stage. Most of the puppeteer's forearm may be placed flat on the stage, as long as the puppet is long enough and the rest of the puppeteer's body remains hidden.

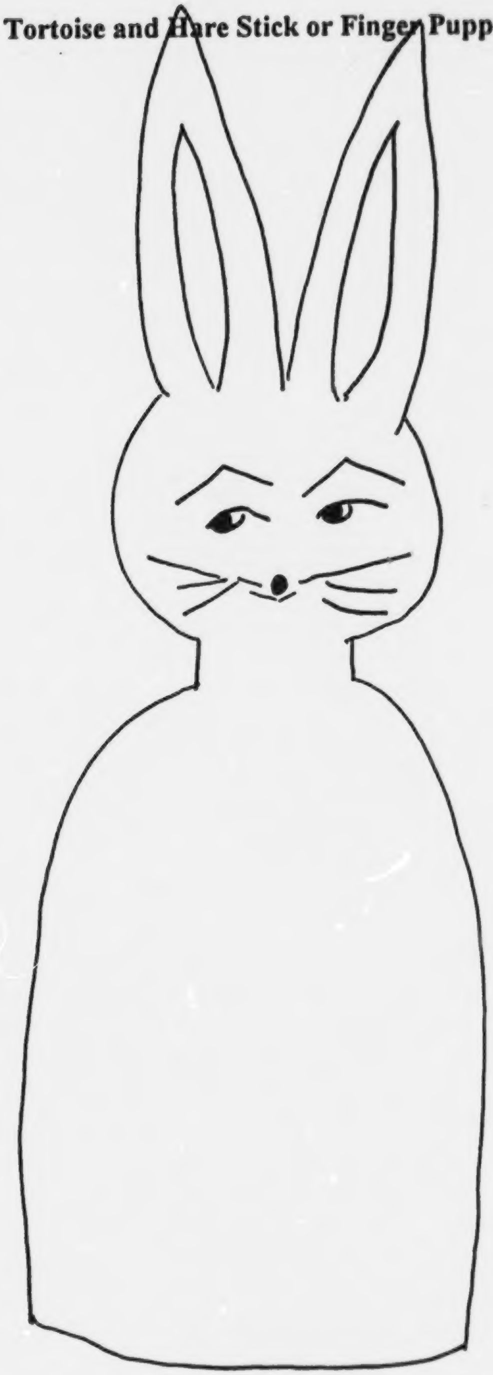
Possum's wings should be attached while Possum is "in the cocoon." He should then emerge from the cocoon slowly, his wings and full body coming into view just as the narrator says, "butterfly."

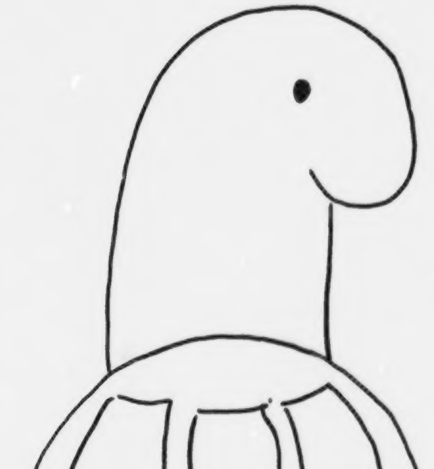
Possum can appear to fly by moving up and down in the air and tilting slightly from side to side, so that the wings move from side to side, as though flapping.

To create the effect of Possum flying around Owl's head (end of Act I), Owl should be lowered a little behind the stage. The puppet should also tilt its head back and to the side, looking up at Possum. The puppeteer operating Possum should be sure to cross over behind the puppeteer operating Owl, so that Possum flies all around the stage, not just in one area.

"The Story of Possum," adapted from the bedtime story by Henry Buchwald, is used with permission from *The Puppet Book*, by Claire Buchwald. Publisher, Plays, Inc., Boston, MA.

Tortoise and Hare Stick or Finger Puppets





Additional Books on Puppets and Puppet Plays

Schramm, Toni A. *Puppet Plays: from workshop to performance.* p. 64, "The Land of Rainbows".

Mahlmann, Lewis. *Puppet plays from favorite stories.* p 5 "Rumpelstiltskin"; p. 9 "King Midas"; p. 3 "Rapunzel's Tower".

Ross, Laura. *Hand Puppets: How to make them & use them.* p 157, "Rumpelstiltskin".

Adair, Margaret Weeks. *Do-It-In-A-Day Puppets for Beginners.* p. 79, "King Midas and the Golden Touch".

Cochrane, Louise. *Tabletop Theaters.* p 5. "Dive to Danger".

Buchwald, Claire. *The Puppet Book.* p 63, "The Story of Possum".

Plays: The Drama Magazine for Young People. p 8, "World-Famous Treasure Divers", March 1982; p. 39, "The Leprechaun's Pot of Gold", May 1989; p. 14, "Teen Tycoon", March 1990; p. 39, "Gold in Your Garden"; skit or puppet play: p. 43, April 1990, "All That Glitters".

Korty, Carol. *Silly Soup: Ten Zany Plays.* p. 14, "Bag of Gold"; p. 48, "Jogging".

Cheatham, Val R. *Skits and Spoofs for Young Actors.* p. 22, "The Tortoise and the Hare Hit the Road"; p. 94, "Good as Goldilocks".

Carlson, Bernice Wells. *Play a Part.* p. 54, "The Golden Spike" (also in 1993 Summer Reading Program manual, *All Aboard For Summer Fun*); p. 113, "The Golden Tooth".

Songs

The Bear in Tennis Shoes

Traditional (Sung to the tune of "Sippin' Cider Through A Straw". This is an echo song. The leader sings each phrase, and the audience echoes. Then all sing together.)

Leader: The other day
Group: (The other day)
Leader: I met a bear
Group: (I met a bear)
Leader: In tennis shoes,
Group: (In tennis shoes)
Leader: A dandy pair
Group: (A dandy pair)
All: The other day I met a bear, in tennis shoes, a dandy pair.

He said to me,
"Why don't you run?
I see you ain't
Got any gun."

And so I ran
Away from there,
But right behind
Me was that bear.

Then up ahead,
I saw a tree.
A great big tree,
Oh, Lordy me!

The nearest branch
Was ten feet up.
I'd have to jump
And trust my luck.

And so I jumped
Into the air,
But I missed that branch
Away up there.

Now don't you fret,
Now don't you frown,
'Cause I caught that branch
On the way back down.

The moral of
This story is
"Don't talk to bears
In tennis shoes."

That is the end.
There ain't no more.
So what the heck
Are we singing for?

The end, the end,
The end, the end,
The end, the end,
The end, THE END!

Bicycle Built for Two

Daisy, Daisy, give me your answer true,
I'm half crazy all for the love of you.
It won't be a stylish marriage;
I can't afford a carriage,
But you'll look sweet
upon the seat of a bicycle built for two.

High Hopes

Verse
Next time you're found
With your chin on the ground,
There's a lot to be learned,
So look around.

Refrain
Just what makes that little ol' ant
Think he'll move that rubber tree plant;
Anyone knows an ant can't
Move a rubber tree plant.
But he's got high hopes,
He's got high hopes;
He's got high apple pie in the sky hopes.
So any time you're gettin' low,
'Stead of lettin' go
Just remember that ant.
Oops! There goes another rubber tree plant.
Oops! There goes another rubber tree plant.
Oops! There goes another rubber tree plant.

Pop! Goes the Weasel

Traditional

All around the cobbler's bench,
The monkey chased the weasel,
The monkey thought 'twas all in fun,
Pop! goes the weasel.
A penny for a spool of thread,
A penny for a needle,
That's the way the money goes,
Pop! goes the weasel.

The painter needs a ladder and brush,
The artist needs an easel.

the dancers need a fiddler's tune,
Pop! goes the weasel
I've not time to wait or to sigh,
or to tell the reason why,
Kiss me quick, I'm off, good-by,
Pop! goes the weasel.

Put Your Finger in the Air

Woody Guthrie (Note: an easy musical arrangement of this song is on p. 66 of *Eye Winker Tom Tinker Chin Chopper* by Tom Glazer)

Put your finger in the air, in the air,
Put your finger in the air, in the air,
Put your finger in the air, and leave it about a year,
Put your finger in the air, in the air.

. . . Put your finger on your head, tell me is it green or red, . . .

. . . Put your finger on your nose, and let the cold wind blow, . . .

. . . Put your finger on your shoe, and leave it a day or two, . . .

. . . Put your finger on your chin, that's where the food slips in, . . .

. . . Put your finger on your cheek, and leave it about a week, . . .

. . . Put your fingers all together, and we'll clap for better weather, . . .

Roll the Ball Around

To the tune of "London Bridge is Falling Down," have the children sit in a large circle on the ground, sing, and act out the motions with a large ball:

Charlie, roll the ball around, ball around, ball around.
Charlie, roll the ball around, roll it on to Sue.

Sleep, Sleep

(sung to "Rain, Rain")

Sleep, sleep,
Time for sleep,
Day is done, time to count sheep.
A kiss and hug for you to keep,
I wish you magic dreams, my sweet.

From TREASURED TIME WITH YOUR TODDLER by Jan Brennan (August House, 1991). Copyright 1991 by Janice M. Brennan. Reprinted by permission.

Take Me Out to the Ball Game

Take me out to the ball game,
Take me out to the crowd.
Buy me some peanuts and Cracker Jack,
I don't care if I never come back.
And it's root, root, root for the home team,
If they don't win it's a shame.
For it's one, two, three strikes, "You're out!"
At the old ball game.

Three Blind Mice

(Sing as a round)

Three blind mice, three blind mice,
See how they run! See how they run!
They all ran after the farmer's wife, who cut off their tails with a carving knife.
Did you ever see such a sight in your life as three blind mice?

Ten More Minutes

(sung to "Ten Little Indians")

One little, two little, three little minutes,
Four little, five little, six little minutes,
Seven little, eight little, nine little minutes,
Ten more minutes, please

Ten more minutes to finish my book,
My castle isn't done yet, take a look,
We never ate the muffins that we cooked,
I'm just not ready, you see.

What's that you say? Tomorrow's another day,
With much more time and games to play,
I am kind of tired—well . . . O.K.,
I guess I can agree.

Ten little, nine little, eight little minutes,
Seven little, six little, five little minutes,
Four little, three little, two little minutes,
One . . . and it's bed for me.

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This is the Way We Bounce the Ball

To the tune of "Here We Go Round the Mulberry Bush," involve children in singing and acting out the gestures of:

This is the way we bounce the ball, bounce the ball, bounce the ball.
This is the way we bounce the ball, bounce the ball so high.
(continue in the same manner, substituting ". . . throw the ball . . ."
". . . kick the ball . . ." ". . . punch the ball . . .", and so on.)

Stories

First Down

Explain to the children that you are going to read them a poem about a football game. They are to be the audience and react as the audience would. Arrange the "stands" in the following way: one row of students sitting on the floor, one row of students sitting in their chairs, and a third row of students sitting carefully on their desktops or tabletops or standing. When they hear the following words, they are to perform the correct action.

Oh	Hands over eyes
Ahh	Hands up in the air
Crash	Left hand on top of head
Crack	Right hand on top of head
Bam	Left hand over chest
Bop	Right hand over chest
Thud	Both hands on head

In order to simplify the action for younger children, you can combine CRASH and CRACK (both hands on head) and BAM and BOP (both hands over chest).

Now begin reading the poem as the children listen and act accordingly.

The Trackers and the Crackers
Were two football teams from the west.
And on one dismal autumn day
They played to see which one was best.

The crowd had gathered, loyal and true,
Each seat was filled with a fan.
There were peanuts, candy, popcorn and such.
Being sold by a weary old man.

The fans lets out an OH and cried out with an AHH,

To show teams their support.
They'd OH for the Trackers, they'd AHH for the Crackers,
Everyone enjoying the sport.

The Trackers went out for a very long pass,
The Crackers were right on their backs.
The crowd saw it coming, they couldn't help hearing
The awfully loud CRASH and CRACK.

Now it should be said the players were quite padded,
And the CRASH and CRACK was just noise.
But a fan is a fan and an OH and an AHH
Is their way of supporting the boys.

The game grew longer with Tracker fans worried,
They kept hearing CRASH and CRACK.
They also kept hearing a BAM and a BOP,
Their team had to get the ball back.

With a CRASH and a CRACK, a BAM and a BOP,
And a THUD thrown in for good measure,
The Trackers tried hard to get the ball back
And win that trophy they'd treasure.

But the Crackers were tough and the crowd would cry out,
With an OH and an AHH and an OH.
The BAM and the BOP and the THUD would go on
As both teams put up a good show.

The game was nearing its end;
The minutes were ticking away.
With a CRASH and a CRACK, a BAM and a BOP
The Trackers pulled off their best play.

OH and AHH were the cries from the crowd,
CRASH and CRACK were the sounds from the players.
And then the crowd heard it, the sound was tremendous:
BAM, BOP the team lay tackled in layers.

Then THUD went the crowd's hopes, and CRASH went the crowd's dreams,
The Trackers were not in good shape.
There would be no trophy, or so it seemed,
A black cloth on the team picture they'd drape.

But then the old man who sold peanuts and such
said in a loud voice all could hear.

"Stop with your OH, and quit with your AHH,
and get up on your feet and cheer!"

The crowd, so it seemed, had no spirit,
They'd all given up on the Trackers.
But on this gray day, they stood anyway,
and cheered for their team to beat the Crackers.

The cheering was so loud you could barely hear,
The CRASH and the CRACK and the THUD.
But the cheering worked and the Trackers ended
A Crackers charge right in the mud.

Things were now looking better, with fans cheering loudly;
No more could be heard AHH or OH.
With one last CRASH and CRACK the Tracker team scored,
And an old man's voice said, "I told you so!"

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The Hare and the Tortoise

Adapted by Jean Warren

The Hare and the Tortoise, from Jean Warren, *Storytime Theme-A-Saurus,* © and used with the permission of Warren Publishing House.

Once upon a time there was a hare who liked to boast about how fast he could run.

One day, a tortoise heard the hare boasting and she offered to race him.

"Sure," agreed the hare, as he laughed to himself. I can easily outrun her, he thought.

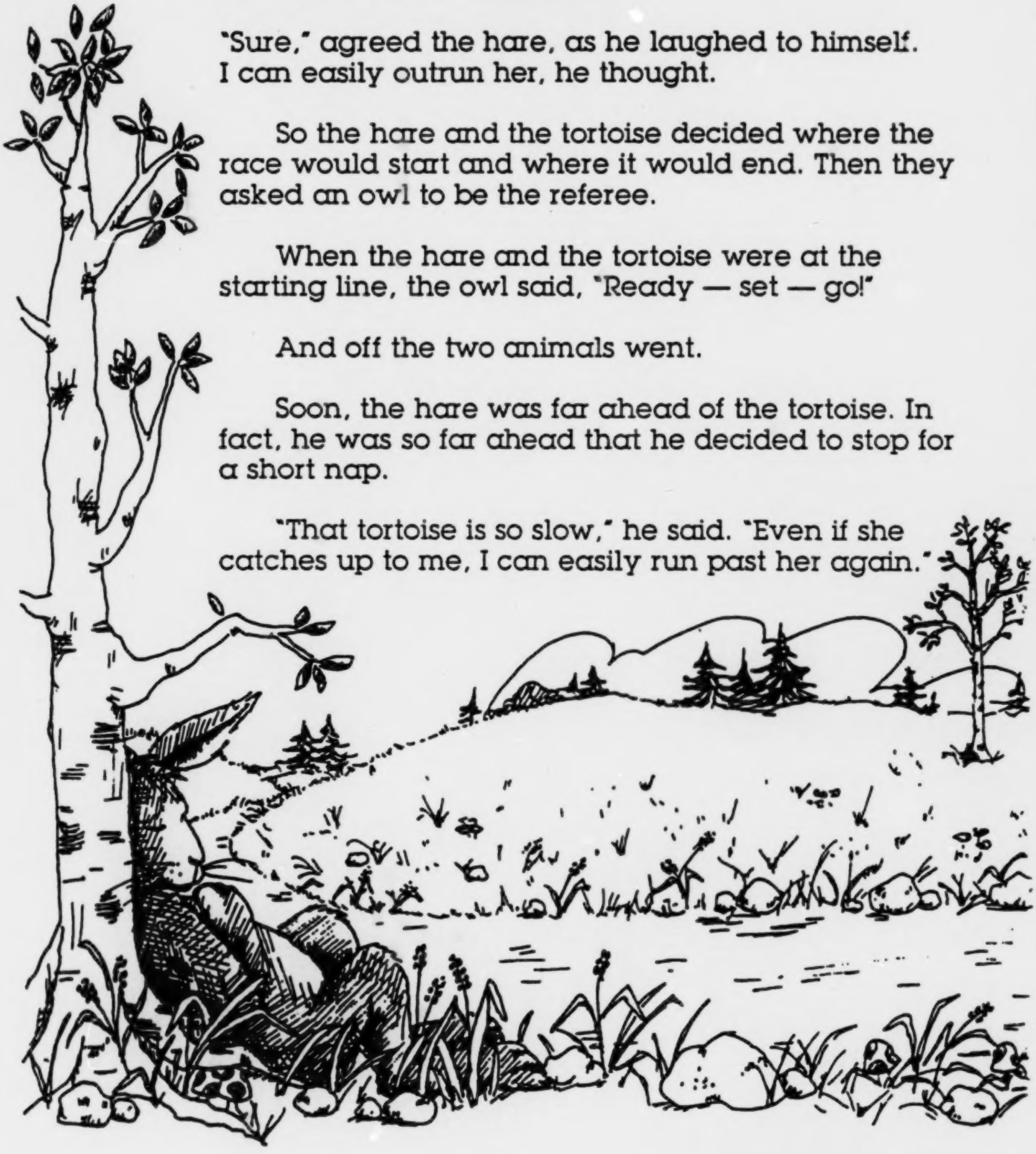
So the hare and the tortoise decided where the race would start and where it would end. Then they asked an owl to be the referee.

When the hare and the tortoise were at the starting line, the owl said, "Ready — set — go!"

And off the two animals went.

Soon, the hare was far ahead of the tortoise. In fact, he was so far ahead that he decided to stop for a short nap.

"That tortoise is so slow," he said. "Even if she catches up to me, I can easily run past her again."



The hare lay down and was soon fast asleep.

The tortoise crawled on and on. Eventually she came to where the hare was sleeping.

"Oh my, he looks peaceful," she said. "It wouldn't be nice to wake him." And she crawled on toward the finish line.

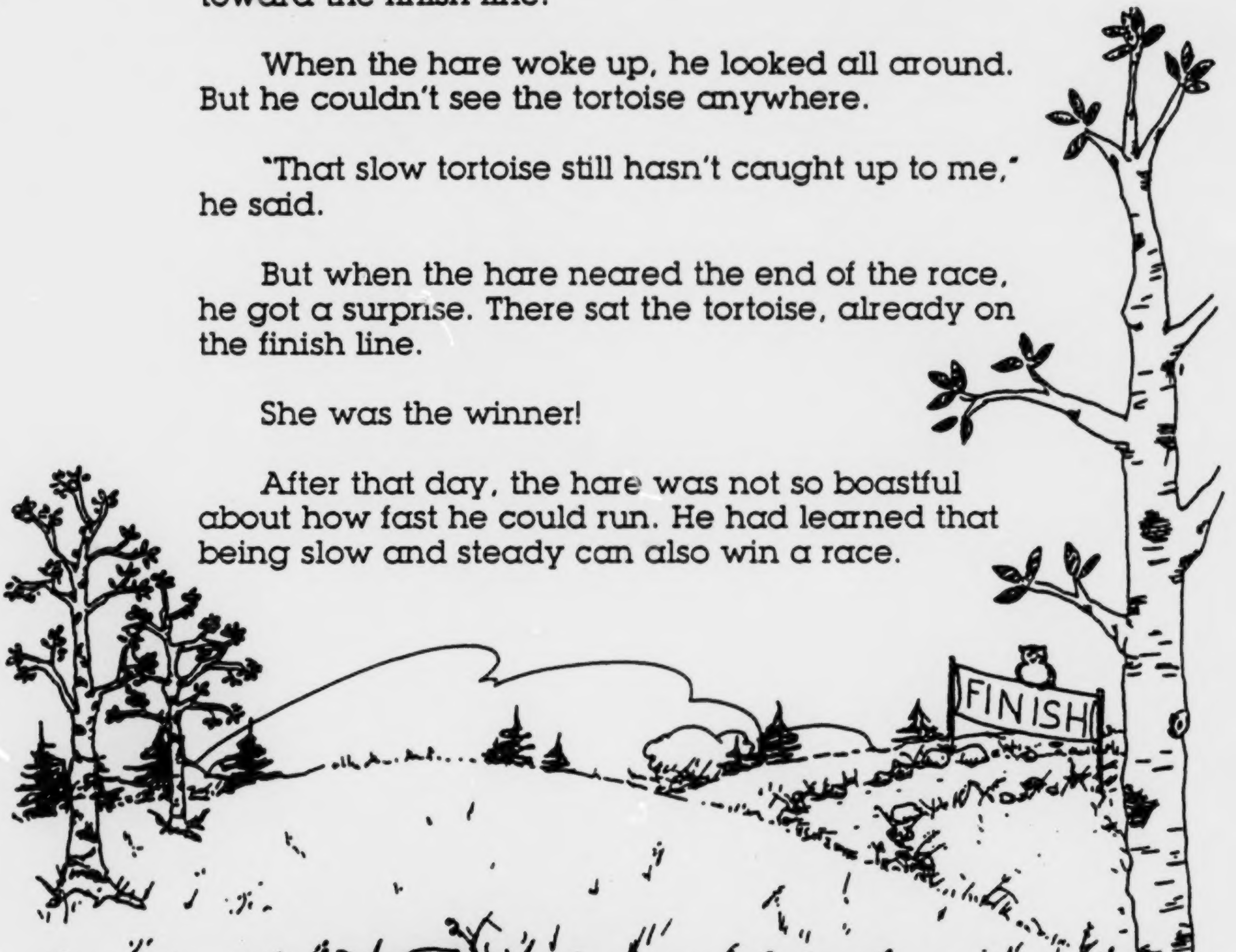
When the hare woke up, he looked all around. But he couldn't see the tortoise anywhere.

"That slow tortoise still hasn't caught up to me," he said.

But when the hare neared the end of the race, he got a surprise. There sat the tortoise, already on the finish line.

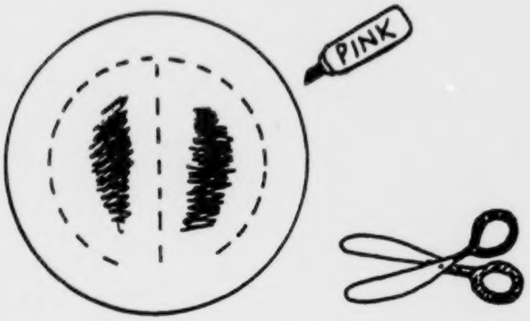
She was the winner!

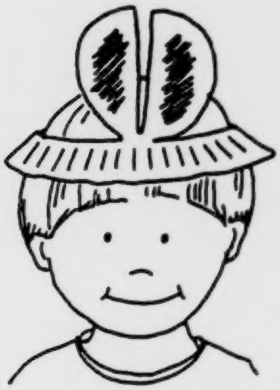
After that day, the hare was not so boastful about how fast he could run. He had learned that being slow and steady can also win a race.



Rabbit Ears

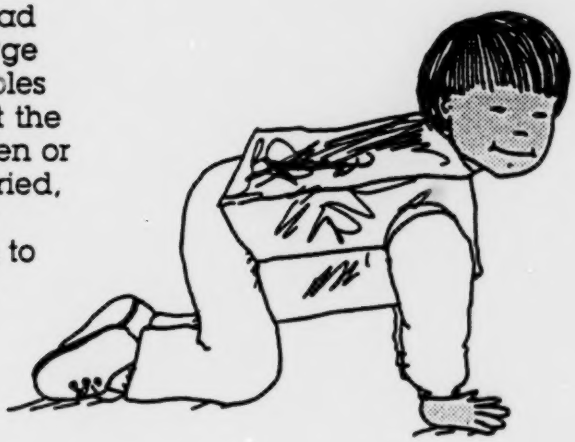
Let your children help make Rabbit Ears to wear. Give them each a paper plate. Have them use crayons or felt-tip markers to color the center parts of the plates pink. Then cut each plate as indicated by the dotted lines in the illustration. Fold up the pink "ears" as shown before slipping the rims of the plates over the children's heads.





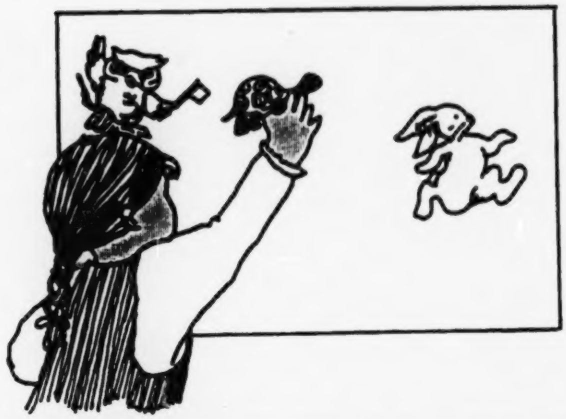
Turtle Shells

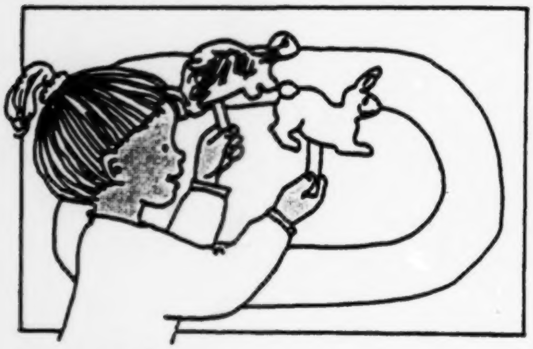
Make a "turtle shell" for each of your children by cutting a head hole out of the bottom of a large brown paper bag and arm holes out of the sides of the bag. Let the children paint their shells green or brown. When the paint has dried, help the children put on their Turtle Shells. Encourage them to crawl on the floor like turtles.



Flannelboard Fun

Make copies of the patterns on pages 65. Color the patterns and cover them with clear self-stick paper, if desired. Then cut them out and glue felt strips on the backs. Encourage your children to use the pattern cutouts on a flannelboard to retell the story "The Hare and the Tortoise."



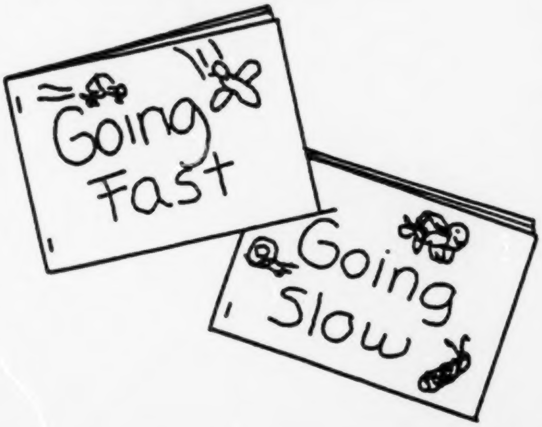


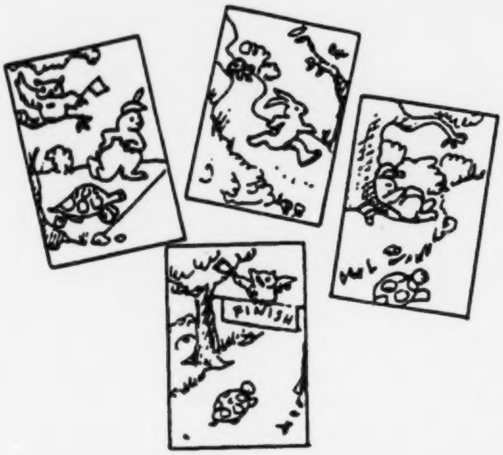
Puppet Fun

Give each of your children a rabbit shape and a turtle shape cut from construction paper. (See patterns on page 66.) Let the children decorate their shapes with crayons or felt-tip markers. Attach craft-stick handles to the shapes to create puppets. Draw a "racecourse" on a piece of butcher paper attached to a wall or a bulletin board. Let the children act out the story "The Hare and the Tortoise" by moving their puppets along the racecourse.

Open-Ended Stories

Ask each of your children to complete these sentences: "When I go fast, I feel like ______. When I go slow, I feel like ______." Write each child's sentences on separate pieces of paper and let the child illustrate them. Then fasten the children's papers together to make two group books, one titled "Going Fast" and the other "Going Slow." Place the books in your book corner for the children to "read" in their free time.

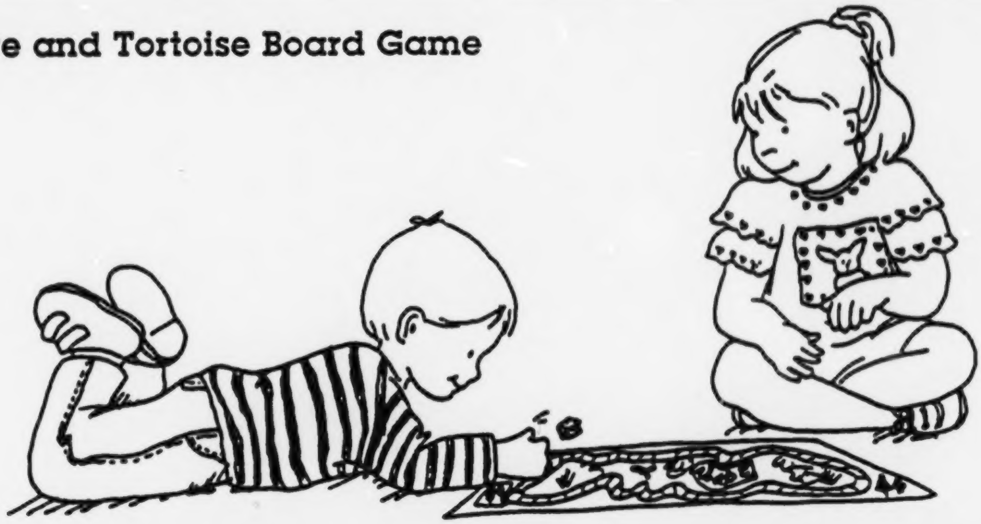




Story Sequence Cards

Make copies of the story sequence cards on page 67 and color them. Cover the cards with clear self-stick paper for durability, if desired, and cut them out. When your children are familiar with "The Hare and the Tortoise," give them the sequence cards. Let them take turns arranging the cards in the proper order.

Hare and Tortoise Board Game

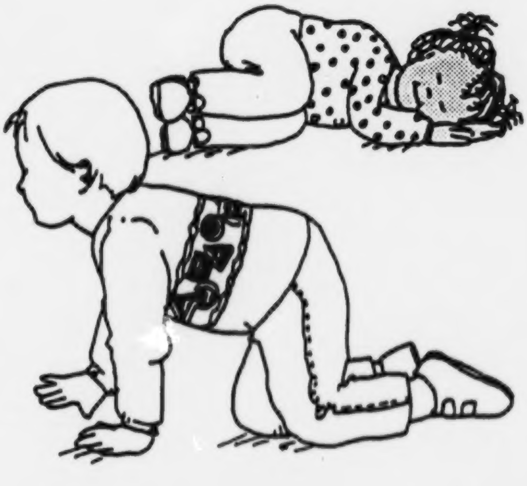


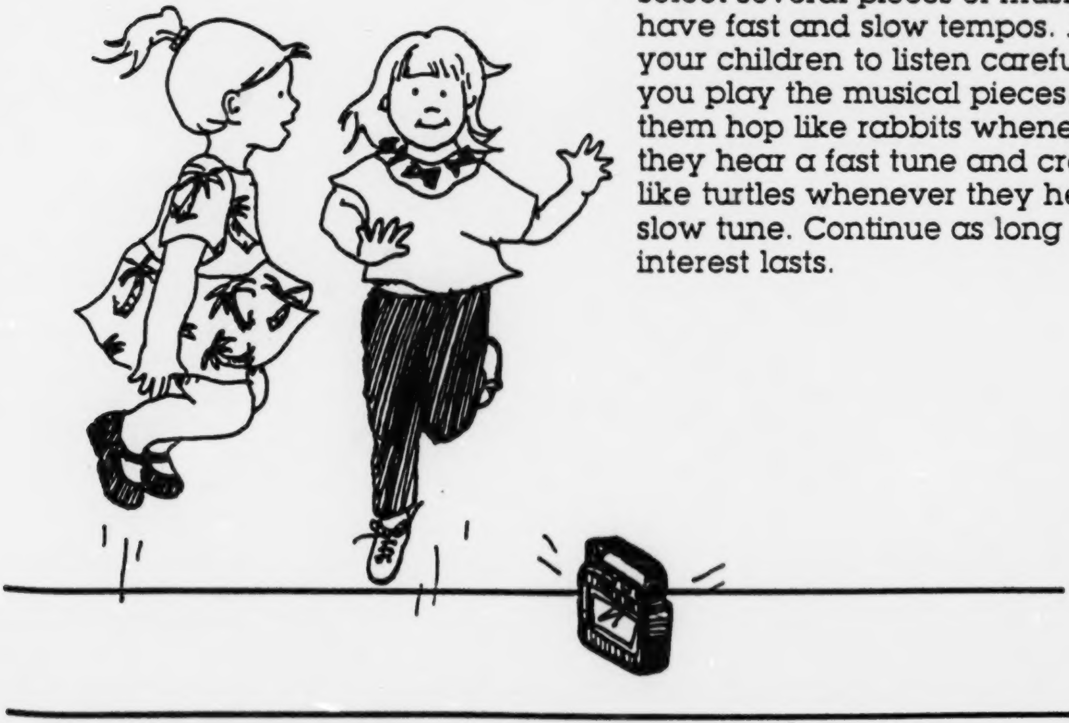
Make a game board by drawing a winding "racecourse" on a large piece of posterboard or cardboard. Mark off a starting line and a finish line and divide the racecourse into segments. Add pictures of grass, flowers and other details to the game board, if desired. Invite two of your children at a time to play the game. Give one a counter to represent the Hare and give the other a counter to represent the Tortoise. Have the children place their counters at th starting line. Let one child begin b rolling a die, naming the number that comes up and then moving h or her counter that many spaces along the racecourse. Then let the other child have a turn. Have the children continue playing until both the "Hare" and the "Tortoise" have crossed the finish line.

Role-Playing Fun

Let your children take turns acting out the story "The Hare and the Tortoise." Or let half of the group be hares and the other half be tortoises. As you read or tell the story, pause to allow time for the children to dramatize the action. When you have finished, let the children switch roles and act out the story again.

Extension: Have your children wear their Rabbit Ears and Turtle Shells from the activities on page 58 while they act out the story.





Fast and Slow

Select several pieces of music that have fast and slow tempos. Ask your children to listen carefully as you play the musical pieces. Have them hop like rabbits whenever they hear a fast tune and crawl like turtles whenever they hear a slow tune. Continue as long as interest lasts.

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The Hare and the Tortoise

Sung to: "The Farmer in the Dell"

The hare ran so fast,
The hare ran so fast.
Heigh-ho, the derry-oh,
The hare ran so fast.

The tortoise crawled so slow,
The tortoise crawled so slow.
Heigh-ho, the derry-oh,
The tortoise crawled so slow.

The hare stopped to rest,
The hare stopped to rest.
Heigh-ho, the derry-oh,
The hare stopped to rest.

The tortoise won the race,
The tortoise won the race.
Heigh-ho, the derry-oh,
The tortoise won the race.

Jean Warren

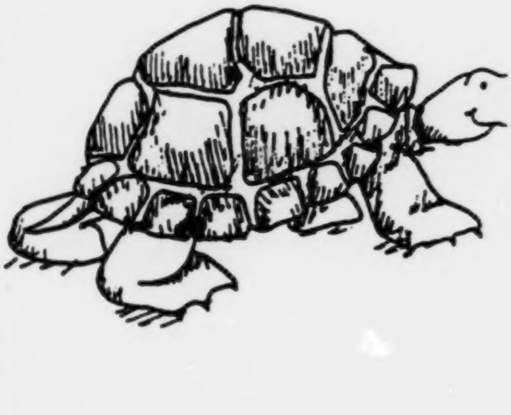
Did You Ever?

Sung to: "Did You Ever See a Lassie?

Did you ever see a hare,
A hare, a hare,
Did you ever see a hare
Who runs so fast?
He zips and zaps,
And zooms right on past.
Did you ever see a hare
Who runs so fast?

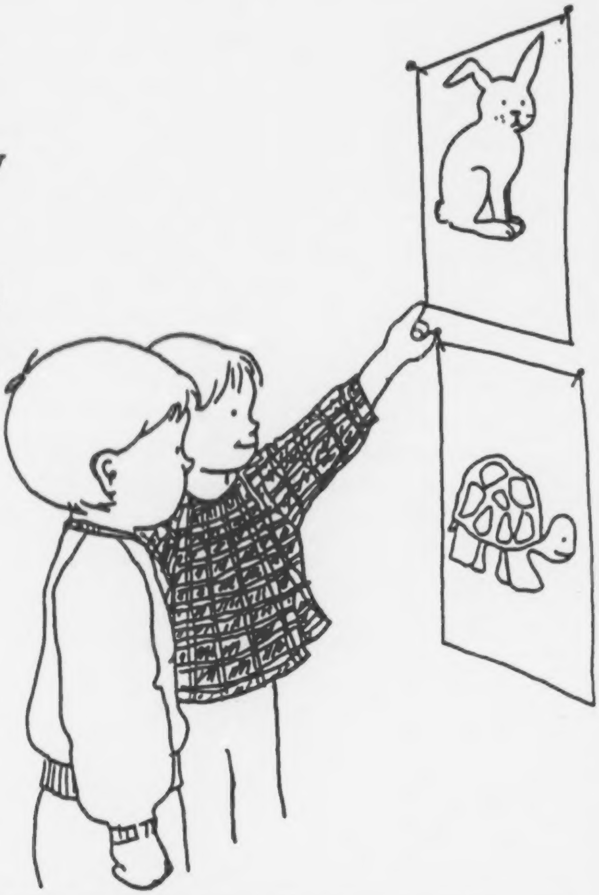
Did you ever see a tortoise,
A tortoise, a tortoise,
Did you ever see a tortoise
Who crawls so slow?
She knows she's low,
Her legs will not grow.
Did you ever see a tortoise
Who crawls so slow?

Jean Warren



Likes and Differences

Display large pictures of a rabbit and a turtle or a tortoise. Have your children look closely at the pictures. Then ask them to tell how the two animals are alike (they both have four legs, they both have a tail, etc.) and how they are different (the rabbit is covered with fur but the turtle is covered with a shell, etc.). If desired, write down the children's statements and use them to make a group book about rabbits and turtles.



Which is ~~faster~~... a bike or car?

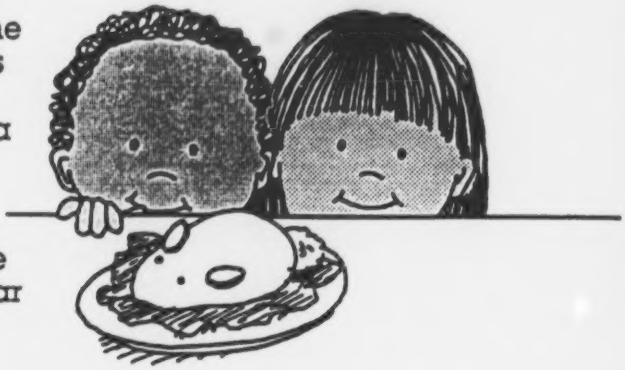
Which Is Faster?

Talk with your children about things that go fast and things that go slow. Ask questions such as these: "Which is faster, a bike or a car? A jet plane or a scooter? A turtle or a horse?" Then ask: "Which is slower, a snail or a kitten? A trike or a truck? A bird or a worm?" Encourage the children to make up similar questions, if desired.

Pear Bunnies

For each of your children, place a pear half flat side down on a lettuce leaf. In the narrow end of the pear, insert whole cloves for eyes and almond halves for ears. At the other end of the pear, place a spoonful of cottage cheese for a fluffy tail.

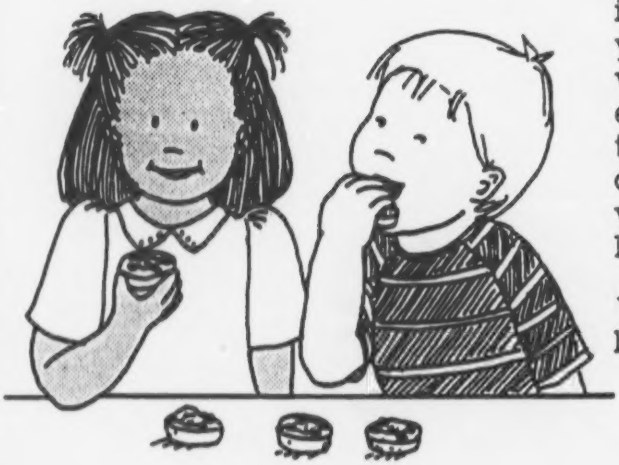
Note: Have your children remove the cloves before eating their pear bunnies.

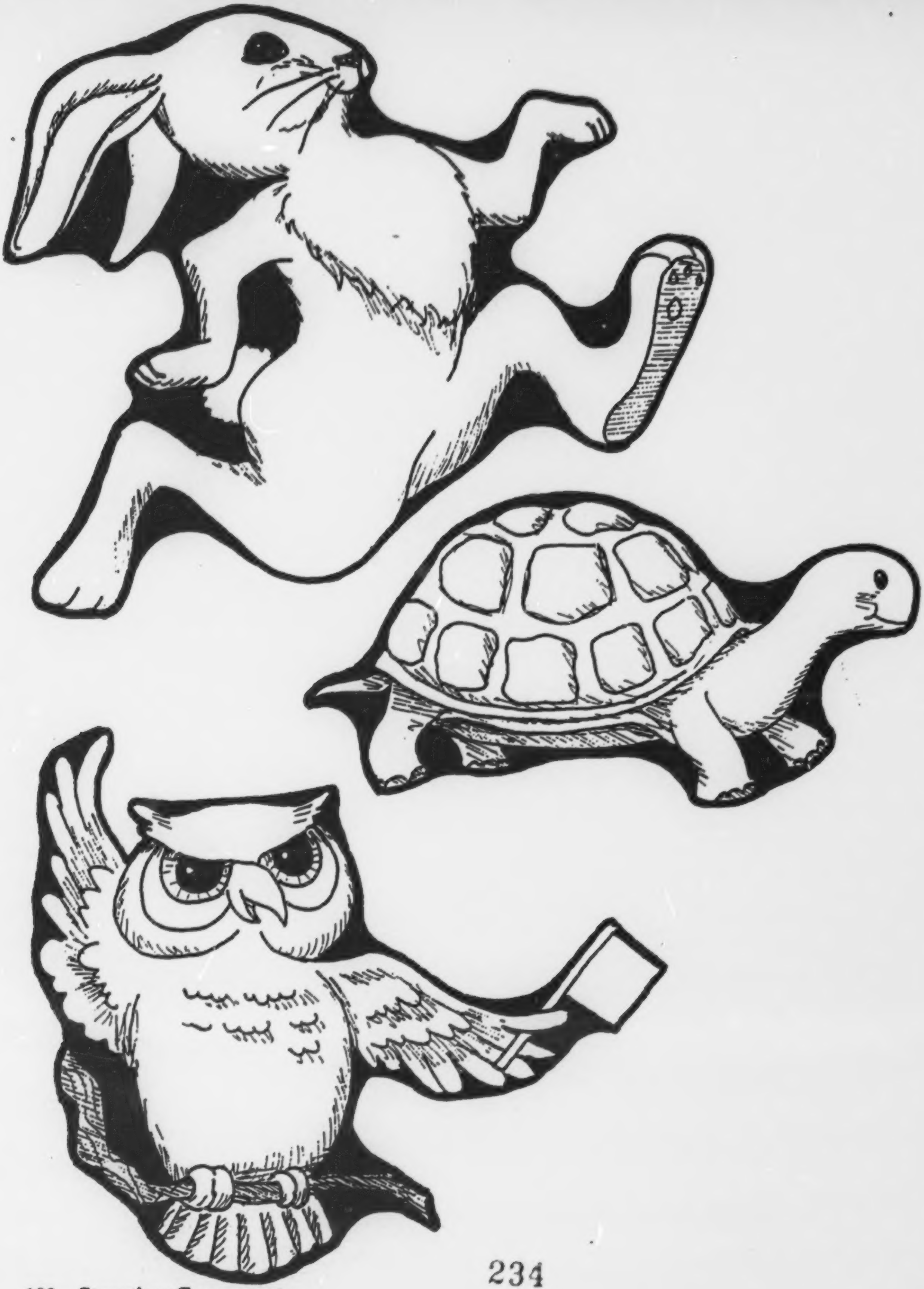


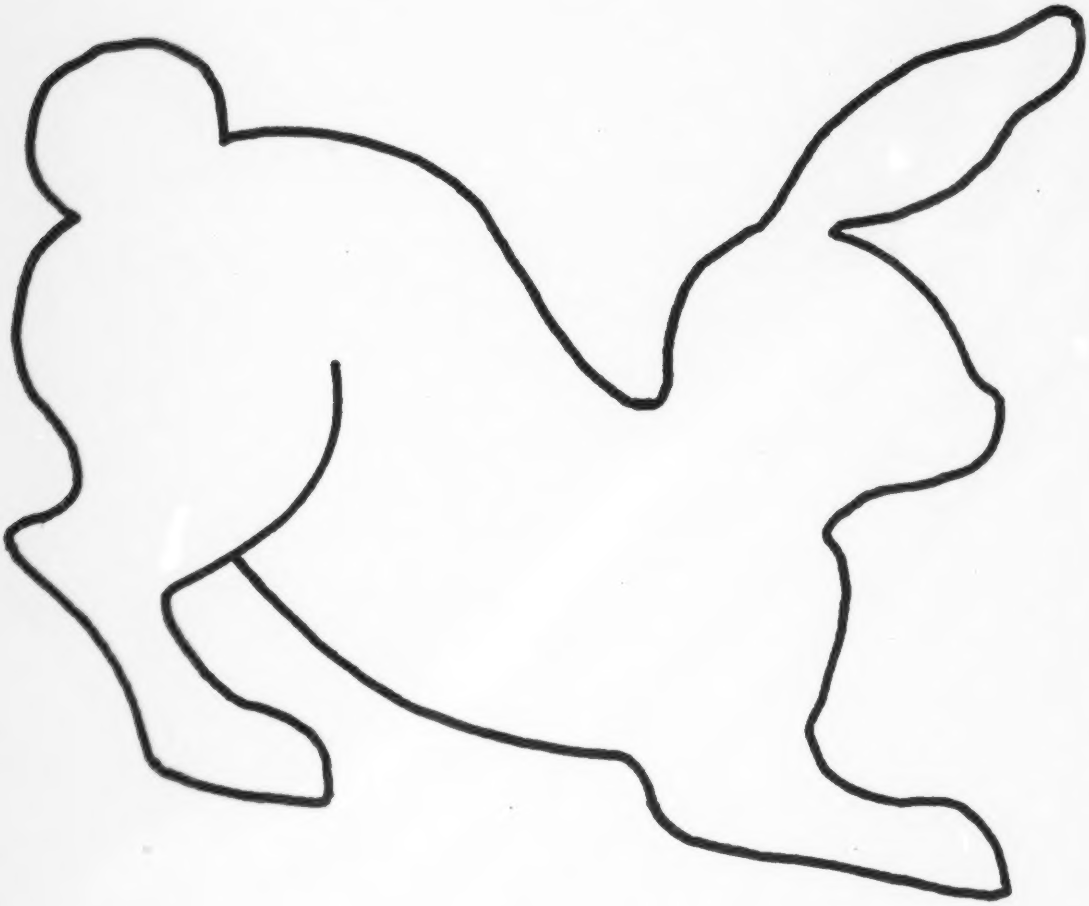
Turtles

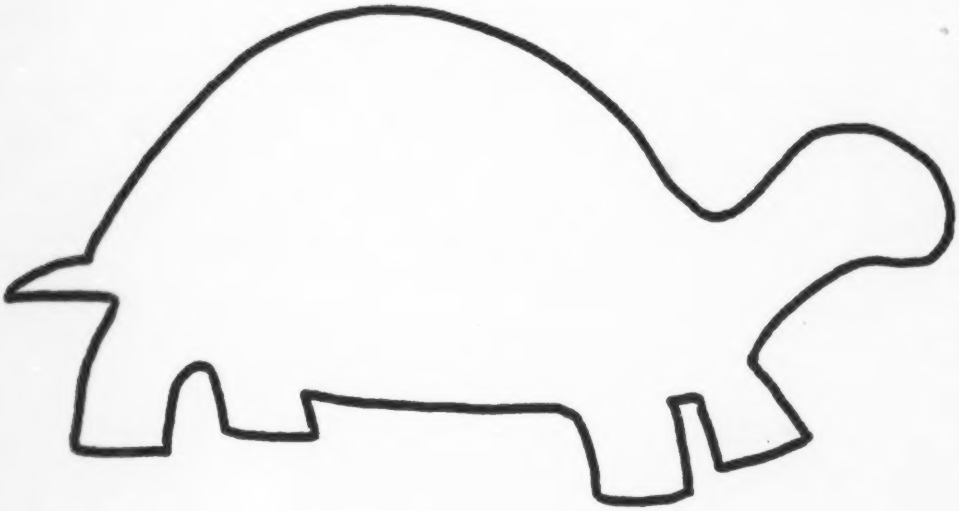
Use a favorite recipe to make banana bread (or any kind of quick bread). Bake the bread in tin cans and let it cool. Then slice it into $^1/_4$-inch-thick rounds. Let your children spread the rounds with softened cream cheese. On each round, place a walnut half to represent a turtle shell. Let the children place raisins around the walnut halves to make heads, legs and tails for their turtles.

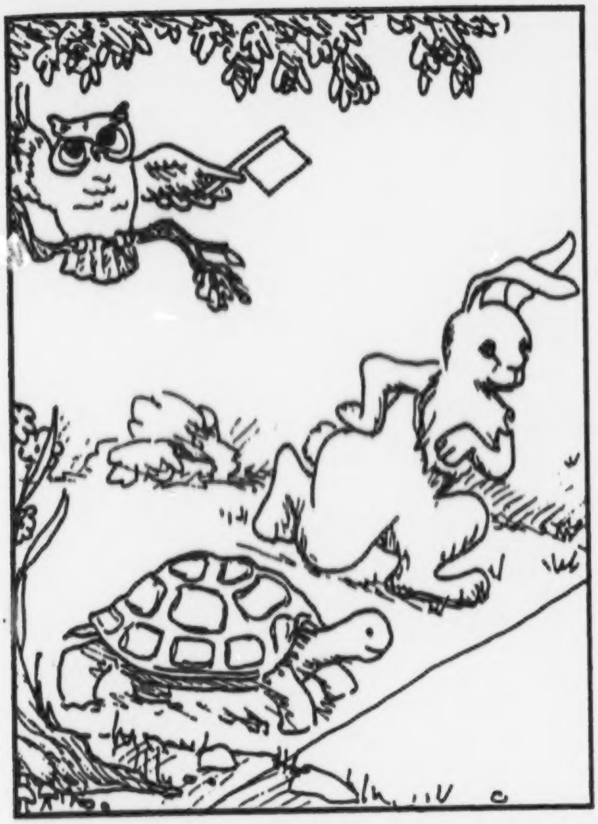
Variation: Use crackers instead of bread rounds.

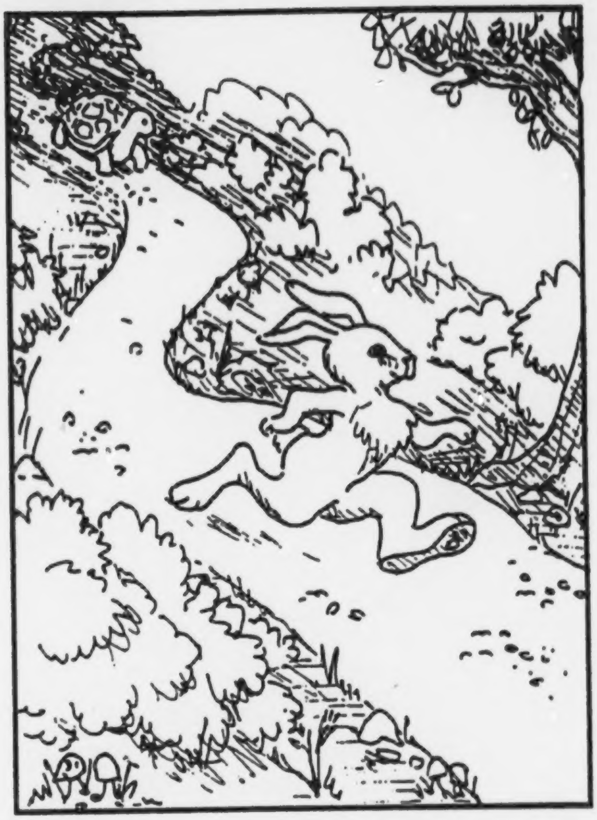


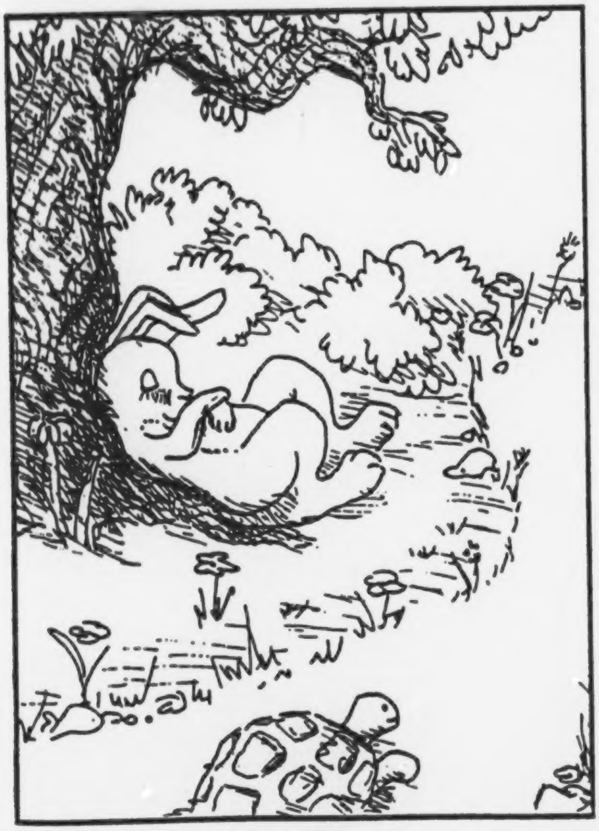


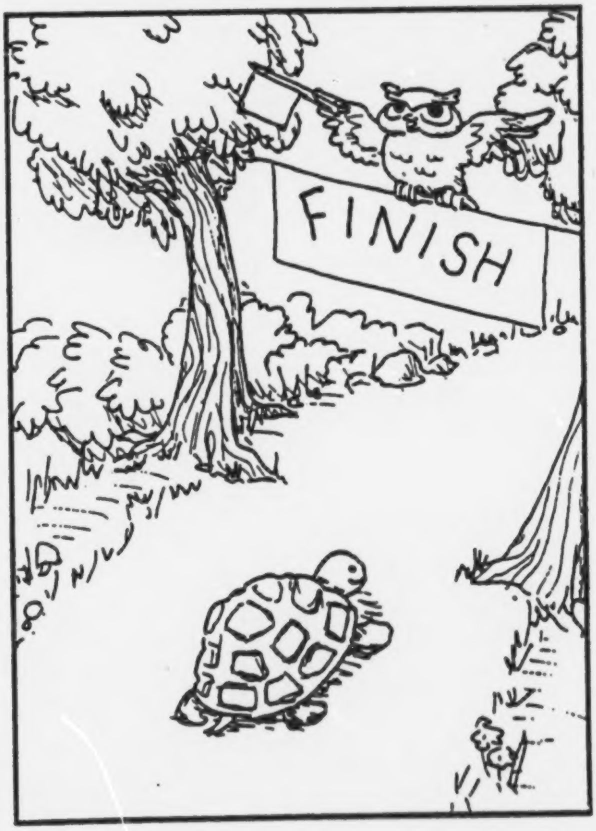








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The Mouse at the Seashore

A Mouse told his mother and father that he was going on a trip to the seashore.

"We are very alarmed!" they cried. "The world is full of terrors. You must not go!"

"I have made my decision," said the Mouse firmly. "I have never seen the ocean, and it is high time that I did. Nothing can make me change my mind."

"Then we cannot stop you," said Mother and Father Mouse, "but do be careful!"

The next day, in the first light of dawn, the Mouse began his journey. Even before the morning had ended, the Mouse came to know trouble and fear.

A Cat jumped out from behind a tree.

"I will eat you for lunch," he said.

It was a narrow escape for the Mouse. He ran for his life, but he left a part of his tail in the mouth of the Cat.

By afternoon the Mouse had been attacked by birds and dogs. He had lost his way several times. He was bruised and bloodied. He was tired and frightened.

At evening the Mouse slowly climbed the last hill and saw the seashore spreading out before him. He watched the waves rolling onto the beach, one after another. All the colors of the sunset filled the sky.

"How beautiful!" cried the Mouse. "I wish that Mother and Father were here to see this with me."

The moon and the stars began to appear over the ocean. The Mouse sat silently on the top of the hill. He was overwhelmed by a feeling of deep peace and contentment.

All the miles of a hard road are worth a moment of true happiness.

The Old Ball Game

Before you read the story "The Old Ball Game" to the Group, ask the children to provide the kinds of words you need to fill in the blanks. You will need four adjectives, six verbs, two nouns, and one exclamation. You will also need names for two persons, names for two baseball teams, one city name, one word describing a location, four letters of the alphabet, and two numbers. Remind children that an adjective describes something or someone (for example, heavy, silly, flat); a verb is an action word (for example, run, stop, catch, throw); a noun is the name of a person, place, or thing (for example, ball, horse, field); and an exclamation can be any sound people make (for example, ouch, uck, oh).

Two sources for many similar fill-in-the-blank games are *Slam Dunk Mad Libs: World's Greatest Word Games* by Roger Price and Leonard Stern and *Wacky Word Games: Eye on Sports*. All games these books describe can be played in a group or by an individual.

Hello, baseball fans around the world! This is (Person's name # 1) with Station (four letters of the alphabet), broadcasting today from (city name) where the (baseball team # 1) are (verb) the (baseball team # 2).

And what a(n) (adjective) game it is! The score is (any number) to (any number). The (baseball team ! 1) are (verb) this game, folks. The crowd is (adjective). Now (person's name # 2) is coming up to (verb) the ball.

(Exclamation), the ball is (verb), it's (verb), it's landed in (location). The umpire says the play is (adjective). What a game this is today!

Oh no, it's starting to rain down (noun) and (noun). The umpire has (verb) the game. It's over for today, folks. What an (adjective) game it has been.

(From the 1996 Wisconsin Summer Reading Program Manual.)

The Racetrack

Start this story with the paper folded and taped to a hard surface.

Optional introductory statement: "This is a story about a boy with a great birthday tradition."

Ryan's favorite thing to do was to go to the racetrack. Every spring, on his birthday, Ryan's mom would take him there to see the whizzing cars.

This racetrack was unusual because it was in the shape of an . . . ***(Draw an "eight" on the paper, line 1, then pause and let listeners identify it.)*** That's right, it's a FIGURE 8.

Sometimes Ryan and his mom Anne would sit up high to watch the cars. ***(Draw top inside circle, line 2.)*** And sometimes they would sit down low. ***(Draw bottom inside circle, line 3.)***

On one birthday at the track, Ryan's mom said to him, "Ryan, today you are as old as the shape of this track."

Ryan answered, "Yes, the track and I are both eight. But how long have we been coming here on my birthday?"

His mom thought for a minute and said, "Since you were . . ." ***(Open out paper and quickly draw lines 4, 5 and 6 to complete the numeral "three".)***

Yes, Ryan has been to the racetrack every year since he was THREE!

Optional Activities

1. What are some things that you like to do on your birthday?
2. Does your family have any traditions that you celebrate?
3. Find out more about race car drivers, their cars, and their careers.

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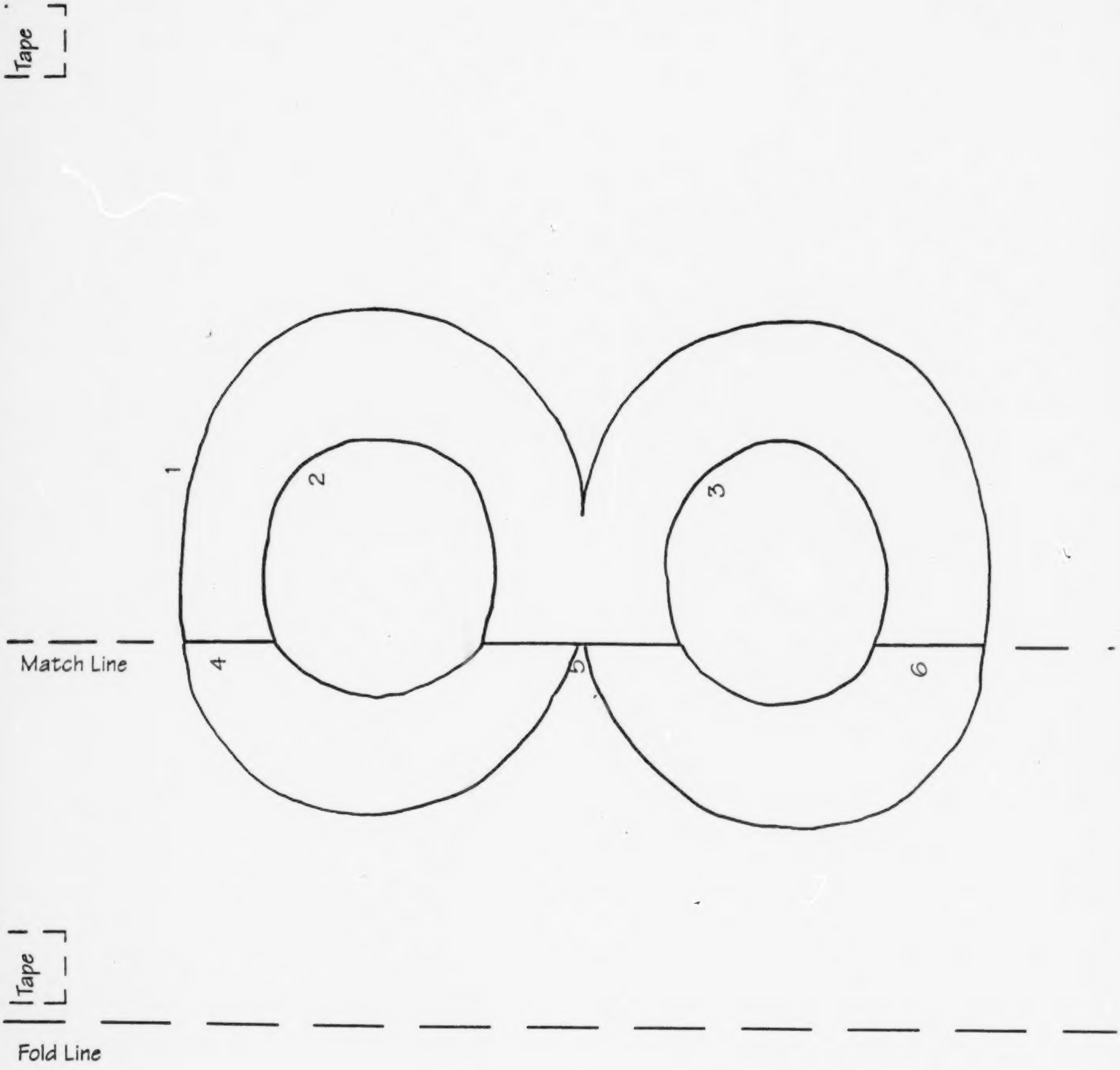
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Skateboarding

Prefold paper and tape to a hard surface.

Optional introductory statement: "Have you ever ridden on a skateboard? This is a story about a kid who had one."

Jeremy loved to skateboard. Every day he would skateboard all the way around his block. (Draw from 1 to 2 to 3, then connect back to 1. Draw two small circles for wheels, 4 and 5.)

One day while he was skateboarding, he saw a dark shadow on the ground. He looked up in the sky and saw something big, but it wasn't an airplane. "What could it be?" he wondered.

The next day, as he was skateboarding around his block, Jeremy saw the big thing in the sky again. (Fold paper up from the bottom and draw from 6 to 7.)

It did cast a huge shadow on the ground. (Draw from 8 to 9.)

The shadow even covered up several houses. (Draw squares 10 to 14.) Do you know what Jeremy saw while he was skateboarding? (Open picture to show skateboard again.)

Yes, it was a BLIMP! (Fold picture back up to show how the two pictures relate. Discuss how the houses become the windows on the blimp, and the shadow is the passenger cab of the blimp.)

Optional activities

1. Find out more about blimps and how they are used.
2. What kind of shadows do other vehicles that travel in the air cast?
3. Learn more about shadows: what causes them, and how they change during the course of the day.

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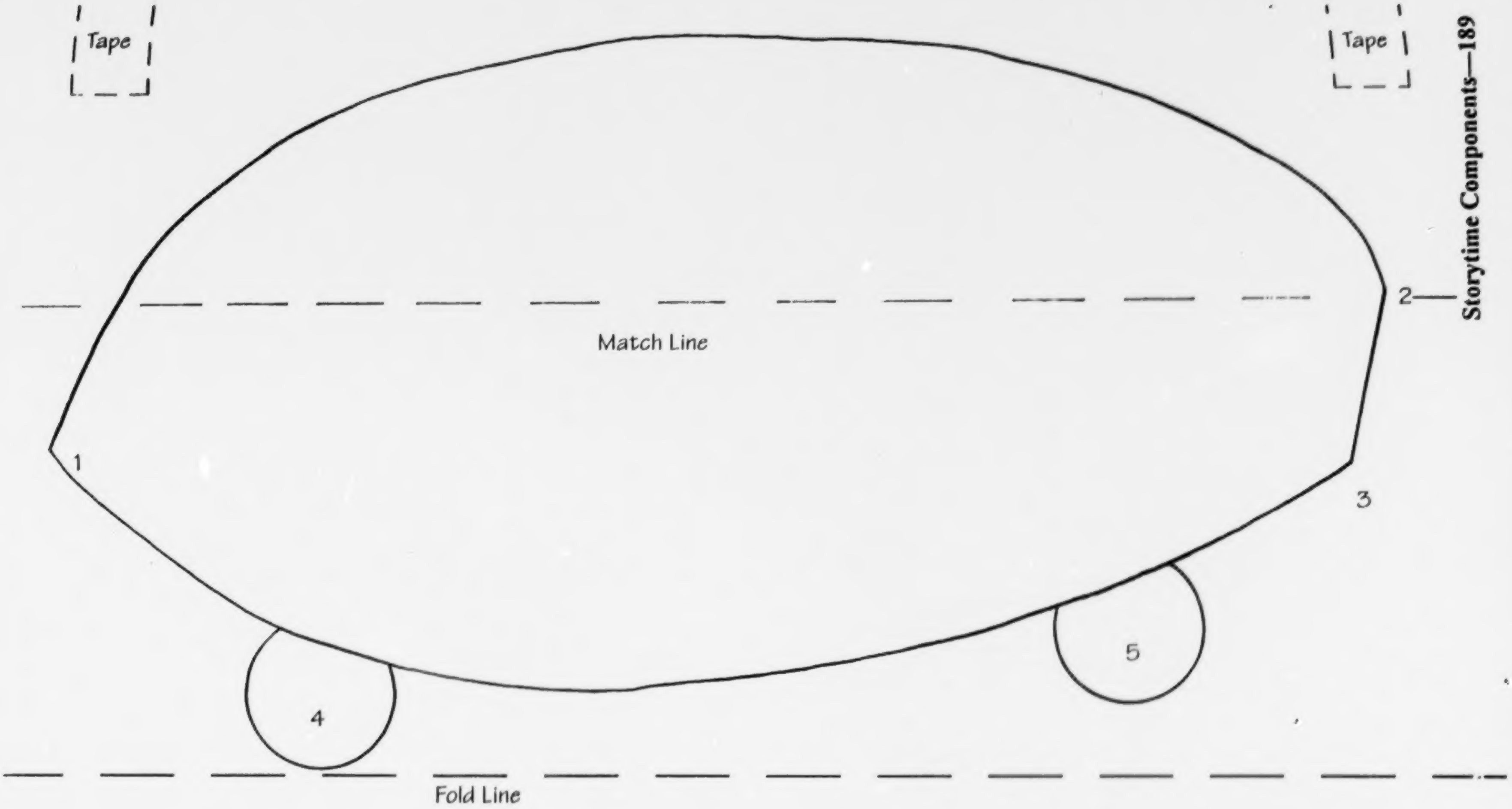
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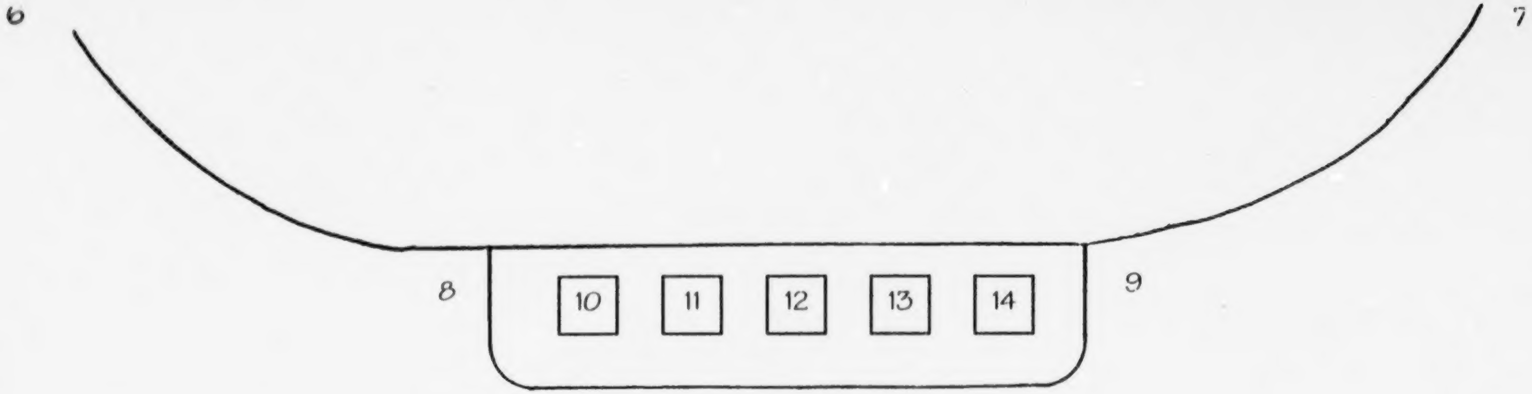
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Soccer

Prefold paper and tape to a hard surface. Use a brown marker on white paper.

Optional introductory statement: "What sports do you like to play? Here's a story about a really fun sport called soccer."

Once there were two friends, Scott and Megan, who loved to play soccer. ***(Draw the large circle, line 1. This is the soccer ball.)***

One day after winning a big game, the two were really hungry. They tried to think of what they wanted to eat. "How about some crackers?" suggested Scott. ***(Draw and color in three pentagons, lines 2, 3, and 4. These are the soccer spots.)***

"No, let's get some hamburgers," said Megan. ***(Draw and color in three more pentagons, lines 5, 6 and 7.)***

"I have it! How about some cookies?" said Scott. ***(Draw and color in two more pentagons, lines 8 and 9. At this point, your listeners will figure out that you have just drawn a soccer ball and will mention this to you.)***

Megan and Scott could not agree on what to eat, so Megan said, "I have a plan. You go that way, Scott." ***(Draw short line 10.)*** "And I'll go this way." ***(Draw short line 11.)*** "We'll both get something to eat and I'll see you tomorrow at practice."

Scott said, "Okay. Bye."

(Fold up the bottom of the paper.) The two friends both left and walked until they came to a place where they really wanted to get a snack! ***(Extend lines 10 and 11 to meet at point 12.)***

Can you believe they ended up in the same store? Guess what they both had to eat? Yes, an . . . ICE CREAM CONE!

What flavor do you think it could be? Right . . . a CHOCOLATE CHIP ICE CREAM CONE! ***(Accept other answers also.)***

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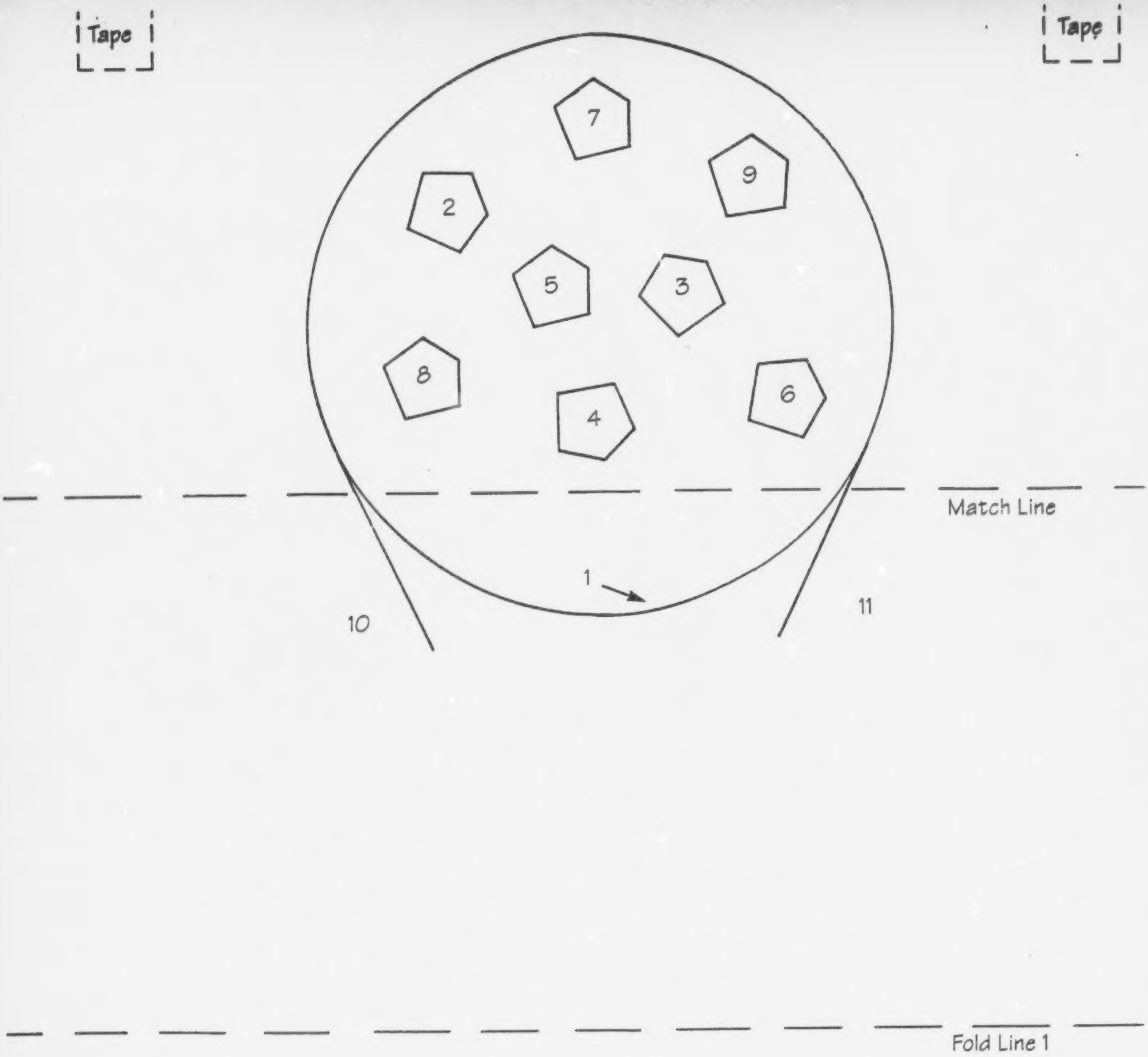
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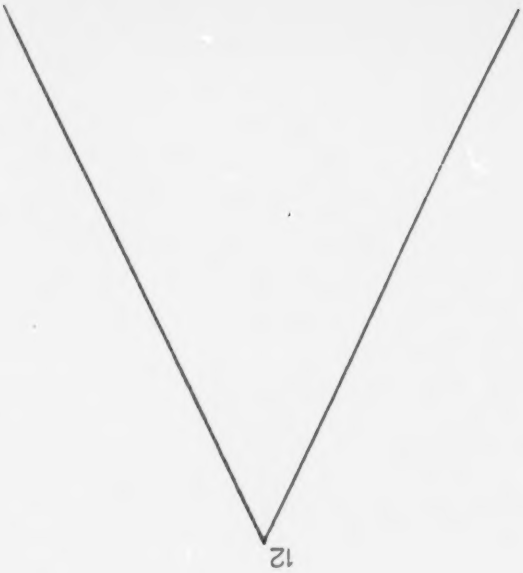
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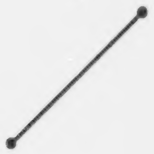
Summer Day

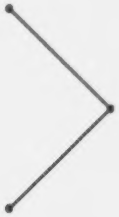
Tell and draw stories

Summer Day
by Dolores C. Chupela

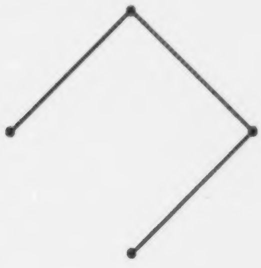
Sharon loves to play baseball in the summer. Sometimes she strikes out and sometimes she gets a hit and runs to first base.



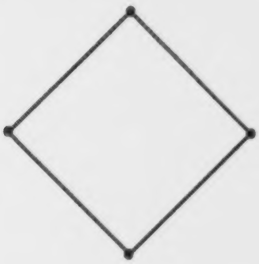
Sometimes she steals second base.



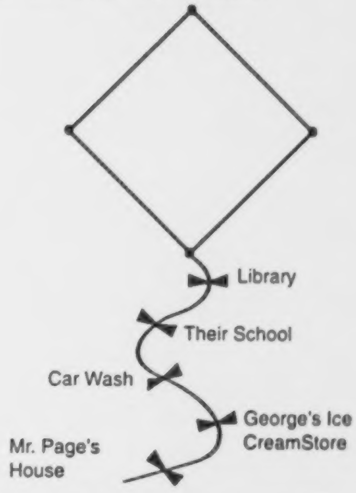
Mark comes up to bat, and he also gets a hit, so Sharon runs to third base.



Their friend Scott is up next, and he gets another hit, and Sharon scores!



After the game is over Sharon, Mark and Scott take the long way home past the library, their school, George's Ice Cream Store, the car wash and Mr. Page's house.



When they get home, the three friends decide to fly a kite in celebration of their victory!

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